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ABSTRACT

This guidebook offers practical advice on planning, administering, and evaluating telecourses. An introductory section provides a definition and history of telecourses. The following section covers procedures such as planning for implementation of the telecourse, securing approval for the telecourse, deciding on the credit and grade options the course will carry, arranging broadcast time, forecasting costs, defining the role of the faculty and providing services for them, and developing effective recruitment and registration techniques. The third section focuses on techniques for maintaining enrollment and ensuring that the learning experience for the students taking the telecourse will be positive and successful. The final section contains methods for evaluating the telecourse and suggestions for using telecourses after their initial broadcasts. An appendix contains a model for computing costs and provides samples of announcements, registration forms, newsletters, and evaluative questionnaires. (RL)

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AN ADMINISTRATOR'S GUIDE TO TELECOURSES

By Louise Matthews Hewitt

Office of Telecourse Development
Coastline Community College
The Coast Community Colleges

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CONTENTS

Introduction 1

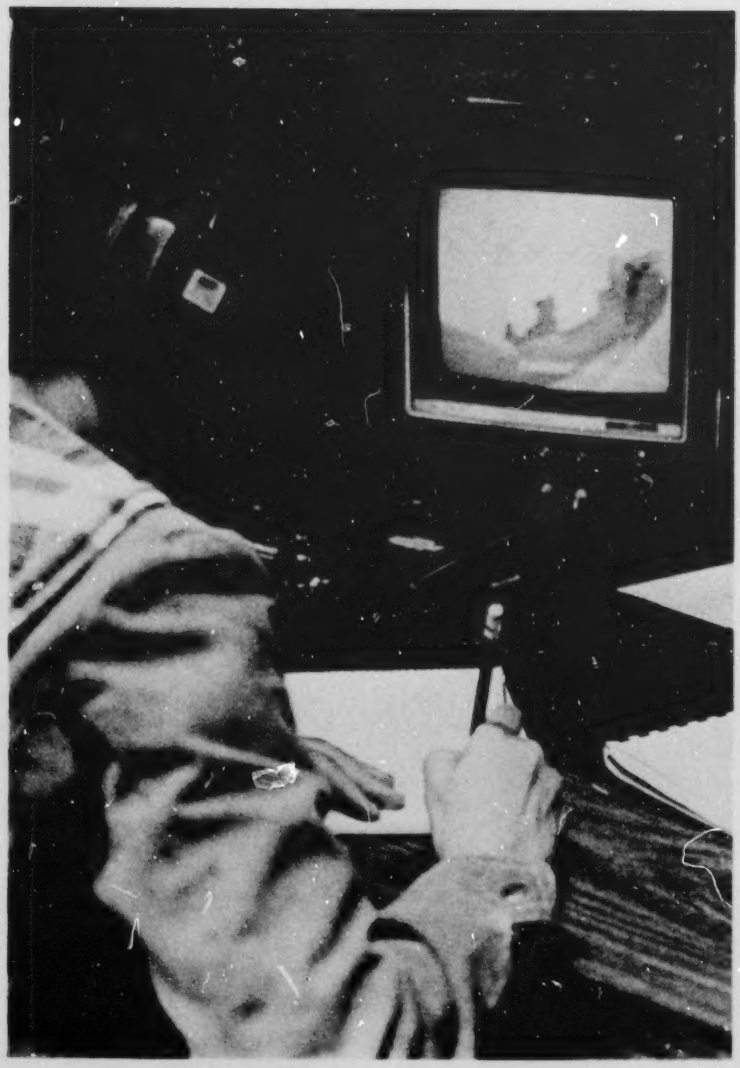
Telecourses: Definition and History 3
- Development of a Telecourse 3
- Types of Telecourses 4
- History of Telecourses 6
- Coast Community College District and Telecourses 7

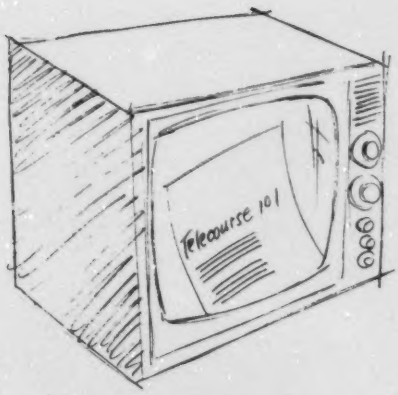
Before the Telecourse 9
- The Planning Committee 9
- Securing Approval 10
- Credit and Grades 10
- Arranging Broadcast Time 11
- Forecasting Costs 12
- Defining the Role of the Faculty 13
- Support Services for Faculty 14
- Recruitment and Registration 14

During the Telecourse 19
- Student-Faculty Interaction 19
- Integration of Instructional Material 21
- Use of Media and Learning Centers 22
- Testing and Computer Feedback 23

After the Telecourse 25
- Student Survey 25
- Faculty Report 26
- Other Uses of the Telecourse 26
- A Final Word 26

Appendix 29





INTRODUCTION

At present, more than 400 colleges and universities in the United States and elsewhere offer telecourses to their students on a regular basis by means of public television, commercial stations, and closed-circuit broadcast. Numerous other institutions are either experimenting with offering their first telecourse or they are considering doing so. In addition to those institutions offering telecourses, a growing number of institutions are designing and producing telecourses for their own use, as well as for national distribution in many instances.

Institutions offering telecourses have found, for the most part, that properly designed telecourses are the equivalent of on-campus courses in content area covered, type of learning experience had by the student, amount of learning activities, and demand on the student's time. These same institutions have also found that attrition rates, grade distribution, mastery of objectives, and achievement approximate those of students in traditional on-campus courses. In fact, 81 percent of students responding to a survey of students enrolled through Maryland College of the Air in *The Adams Chronicles,* a national telecourse, reported that they had learned more in the telecourse than they had in other college courses they had taken. Dr. Christopher Rhines, who conducted the study, noted that students were "stimulated to think" by a course that "made good use of the medium to accomplish significant things difficult or impossible to accomplish in a regular classroom setting."

A scene from *The Adams Chronicles*

Because the use of telecourses has become so widespread and because telecourses are being increasingly accepted as a valid and

effective instructional system, we at Coast Community College District decided to develop this guidebook to share with you some of our experiences, as well as those of other leading telecourse producers and users, in offering and implementing telecourses.

To those institutions and individuals who may perhaps be sophisticated in the use of instructional television, this guidebook may seem at first glance to be a primer on a familiar subject, and of course, for some readers it *will* be just that: a primer. But this guidebook is more than a primer and it is meant to be informative for even the most experienced of readers.

We think you will find this guidebook helpful if: (1) You aren't quite sure what a telecourse is; (2) you are interested in nontraditional modes of education; (3) you are considering the possibility of offering a telecourse on your campus; (4) you've had previous experience with telecourses and want to have a more successful learning experience with your next offering; or (5) you just simply want to know what others are doing.

This guidebook begins by defining what telecourses are—and are not—and describing how a typical telecourse is designed and produced. To orient you further to this instructional system, the guidebook also briefly reviews the history of telecourses.

The major portion of this guidebook offers practical advice and suggestions, based on our experiences at Coast Community College District and on the experiences of other institutions, about how to offer telecourses. The emphasis is on administrative procedures, although faculty who are involved with the telecourse will also find the material in this guidebook helpful.

Administrative procedures are described in three phases: before the telecourse, during the telecourse, and after the telecourse.

The topics discussed in the Before the Telecourse section cover such procedures as planning for implementation of the telecourse, securing approval for the telecourse and deciding on credit and grade options the course will carry, arranging broadcast time, forecasting costs, defining the role of the faculty and providing support services for them, and developing effective recruitment and registration techniques.

The During the Telecourse section focuses on techniques for maintaining enrollment and ensuring that the learning experience for the students taking the telecourse is positive and successful.

The final section, After the Telecourse, is concerned principally with methods for evaluating the usefulness and success of the telecourse offering and its implementation. This section also contains suggestions on how the telecourse might be used by your institution after its initial broadcast.

TELECOURSES: DEFINITION AND HISTORY

What is a telecourse? Simply stated, a telecourse is a complete instructional system that presents a body of knowledge through the use of sight, sound, color, movement, and print. Basic components of a telecourse, in addition to the television programs themselves, usually include a main textbook, a student study guide (or a text-study guide combined), tests, a faculty manual, and arrangements for interaction between students enrolled in the telecourse and the faculty supervising the course. Depending on the subject matter and on the interests of faculty supervising the telecourse, students may also read supplementary materials, undertake special projects or activities, prepare research papers, make field observations, take field trips, or perform laboratory exercises.

For example, *The Growing Years,* a major course in child development produced by Coast Community College District, with University Extension at the University of California, San Diego, and McGraw-Hill, Inc., includes thirty half-hour television programs; a widely used textbook; a student study guide that specifies learning objectives, offers self-test aids, and integrates all course materials for the student; a special glossary for the course; a faculty manual; and a test bank containing 360 objective test items and 150 essay questions.

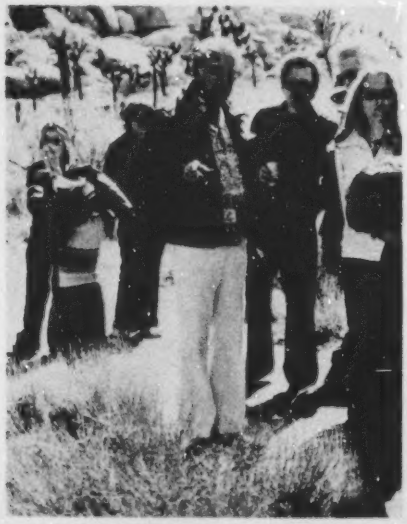
It is important to note that a telecourse is much more than a correspondence course with pictures or a series of televised lectures surrounded by a collection of supplementary materials. As an integrated learning system, a telecourse encompasses a variety of teaching devices and learning strategies appropriate to the subject matter and goals and objectives of the telecourse. Though the basic components of a well-designed telecourse can, and often do, stand alone, no single component can provide the complete learning experience. Together the print, visual, and aural elements guide the student to and through a successful learning experience.

Development of a Telecourse

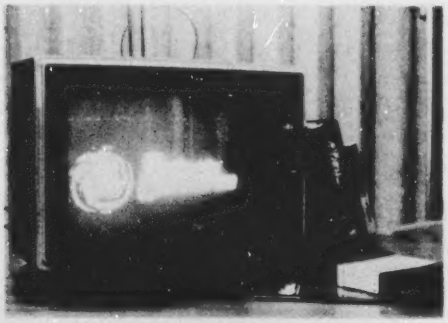
An academically sound telecourse is constructed according to recognized principles of instructional design. Members of the design team typically include an instructional designer, consultants in the particular academic discipline, television producers and directors, researchers, and writers and editors who are specialists in the production of instructional print materials.

The design of a telecourse begins when the academic consultants,

working with the instructional designer, articulate goals and general objectives for the telecourse and specify learning objectives for each lesson of the telecourse. In accordance with those goals, television program scripts are written; individual programs are produced; print materials are chosen from already published materials or, if suitable materials are not available, they are developed to meet the telecourse goals; and testing instruments are developed.



Students of *Introducing Biology* take a desert field trip



On set at KOCE-TV, Channel 50, with *Designing Home Interiors*

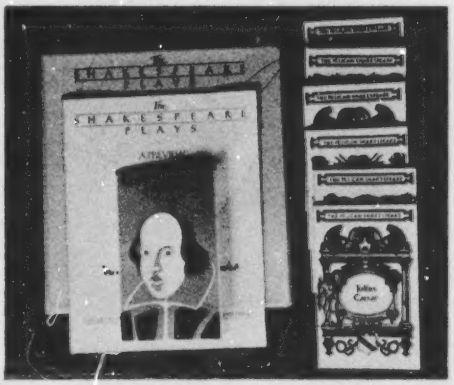
Types of Telecourses

Most telecourses can be classified as either "national" or "syndicated," the principal distinction being in how they are produced and broadcast.

National Telecourses

A "national" course is one in which an academic institution "wraps" objectives, readings, and other study and test materials around an existing series of high-quality instructional programs produced by independent producers, commercial networks or stations, and networks such as the Public Broadcasting Service (PBS) and the British Broadcasting Corporation (BBC). The series are usually broadcast by these networks, and the networks often cooperate closely with the academic institution developing the course materials. *The Shakespeare Plays* telecourses, for example, have as their core the thirty-seven plays written by William Shakespeare, coproduced by the BBC and Time-Life Television in groups of six to nine plays each year and broadcast over PBS stations in the

United States as an annual series. Coast Community College District and University Extension at the University of California, San Diego, are cooperating in the development of instructional materials necessary to the creation of courses worthy of college-level academic credit.



William Shakespeare's *As You Like It*

The first national telecourse to be aired in this country was *The Ascent of Man,* a humanistic history of science, the biological-cultural advancement of humankind, and human social values. Miami-Dade Community College District, in cooperation with University Extension, the University of California, San Diego, developed course materials to accompany a television series created by scientist-humanist Jacob Bronowski for the BBC. *The Ascent of Man* was broadcast for the first time by PBS in the fall of 1975.

Miami-Dade Open College also has created a national telecourse for which the centerpiece is *Roots,* commercial television's record-breaking series describing the search by a black American author for his earliest antecedents.

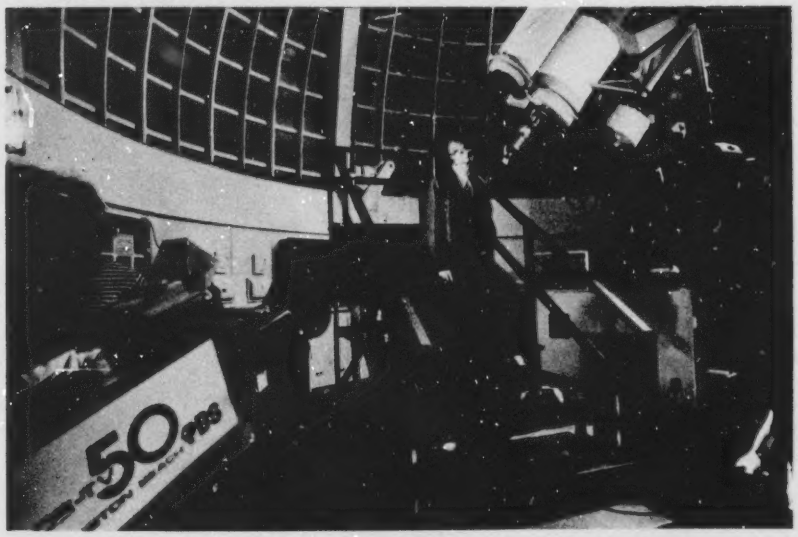
In addition to *The Shakespeare Plays,* other national telecourses for which Coast Community College District has developed materials in cooperation with University Extension, University of California, San Diego, are: *Classic Theatre: The Humanities in Drama,* a study of seventeenth, eighteenth, and nineteenth-century European drama; *The Adams Chronicles,* an American history series; and *The Age of Uncertainty, A History of Economic Ideas and Their Consequences,* written by American economist-author John Kenneth Galbraith.

Syndicated Telecourses

The syndicated telecourse is a course in which the sponsoring and cooperating academic institutions develop and produce the television component as well as most, if not all, print materials. Whereas educational institutions that develop "wraparounds" for existing network series do not ordinarily own the video component, producer institutions do own the rights to television programs, and the syndicated courses can be broadcast locally on either PBS or commercial stations. Syndicated courses can be leased to other academic institutions for broadcast over other stations elsewhere in the country, or be used in other ways specified by contract with the producing institution.

Coast Community College District has produced a number of these syndicated telecourses, many of which have been distributed across the nation: *Dimensions in Cultures,* an introductory course in anthropology; *As Man Behaves,* an introductory course in psychology; *Freehand Sketching I* and *Applied Sketching Techniques,* courses in basic drawing skills; and *The Home Gardener,* a course in fundamental gardening techniques. Still other telecourses produced by Coast Community College District are *The Growing Years* (coproduced with University Extension, University

of California, San Diego); *Introducing Biology*, a course for nonmajors; *Designing Home Interiors* (coproduced with Rancho Santiago Community College District); *Humanities Through the Arts* (coproduced with City Colleges of Chicago); and *Project: Universe*, an introduction to astronomy (coproduced with the Southern California Consortium for Community College Television).



The KOCE camera visits an observatory for *Project Universe*

History of Telecourses

Efforts to produce educational materials for television broadcast are almost as old as the medium itself, but those early efforts bear little resemblance to the soundly designed, sophisticated telecourses available to today's students.

It was not until the mid-1950s that the first programs worthy of being called educational television were created for open broadcast. In 1956, the City Colleges of Chicago pioneered the first large-scale instructional television programs for college credit, organizing a special institution through which students could obtain a degree by taking television courses exclusively.

The next major effort in instructional television was made by the British Open University, which was established in London in 1969. The Open University was designed to offer students nontraditional opportunities for education and placed particular emphasis on instruction by television. The Open University, which enrolled its first students in January of 1971, continues to enroll about 40,000 students a year, many of whom earn regular degrees. Some telecourses produced by the British Open University are now being used in a number of American colleges and universities.

Today, there are several dozen such open or "distance" learning colleges and universities in many countries around the world.

In the United States, one of the first institutions to produce and offer telecourses, following the pioneer efforts of the City Colleges of Chicago, was the Maryland Center for Public Broadcasting, which began offering telecourses in 1970. The Center, which currently provides this service through an organization known as the Maryland College of the Air, broadcasts courses over television stations throughout the state. Enrollment in College of the Air's television courses comes from students at 19 two- and four-year institutions in the state.

In the same year—1970—the Southern California Consortium for Com-

munity College Television was formally organized for the purpose of making college-credit telecourses available to member colleges in six counties. The Consortium now offers sixteen to eighteen courses a year to thirty member colleges and usually has three or more new telecourses in development.

The year 1972 was an especially important one in the development of instructional television: Four community college districts undertook the development and offering of telecourses. Miami-Date Community College District in Florida was one such district. It has patterned its Open College after the British Open University and develops and offers telecourses to its students. By the early 1980s, Miami-Dade Open College expects to have enrolled more than 25,000 students exclusively in telecourses.

Two of the other community college districts that emerged as leaders in the development or offering of telecourses in 1972 are in Texas. Dallas County Community College District established an Instructional Television Center to superintend course production and to coordinate the offering of telecourses on its seven campuses; Tarrant County Junior College District organized an Instructional Television Center to bring telecourses to its four campuses.

The other community college district to become involved in offering and producing telecourses in 1972 was Coast Community College District, Costa Mesa, California.

Since the early 1970s numerous other institutions and organizations have started to produce and offer telecourses. Chief among these more recent efforts is the University of Mid-America, a consortium that presently consists of nine state universities—the Universities of Kansas, Missouri, Nebraska, Iowa, Minnesota, and South Dakota and Kansas State University, Iowa State University, and South Dakota State University.

In addition to the large-scale efforts of community college districts and regional consortia, many individual educational institutions, both two- and four-year, and educational television stations are producing and offering telecourses. Telecourses for college credit, either over open broadcast or via closed-circuit, are now available in such diverse areas as art, poetry, ancient cultures, communications, drama, literature, music, astronomy, biology, gardening, geography, mathematics, architecture, political science, economics, anthropology, history, sociology, psychology, foreign relations, law, consumer affairs, interior design, business, and real estate.

In recognition of the effectiveness of such telecourses, the American Association of Community and Junior Colleges formed a special task force in 1977 to encourage the use of telecourses and other mass media, particularly by community colleges.

Coast Community College District and Telecourses

As noted above, Coast Community College District began its participation in the production and offering of telecourses in the early 1970s. The event that marked the district's involvement in telecourses was the beginning of broadcasting by KOCE-TV (Channel 50), the district's wholly owned and operated one-million-watt public television station.

Immediately after KOCE began broadcasting, Coast District's first telecourse went into production, and by the spring of 1974, more than 3,000 students were enrolled in six broadcast courses. In a recent four-year period, 37,000 students were enrolled in Coast District telecourses, with enrollment averaging between 4,000 and 7,000 for eight to twelve courses offered per semester. By the end of the 1970s, Coast District had produced, or participated in the production of, fourteen courses, and

at least six more were under development. Coast-produced courses have been included as part of the curriculum offered by at least 500 other colleges and universities throughout the country and abroad. Coast Community College District now is the largest producer and distributor of telecourses in the United States.

Today, KOCE-TV has achieved national prominence for its role in the production of telecourses. In fact, the 1979 Carnegie Commission report on the future of public broadcasting took special note of the station as a leader in the use of television for education: "A public television station, KOCE, licensed to community colleges in Orange County, has taken a leading role in developing programs for this . . . effort. It has produced several programs, including a major series on child development. It has also led the effort to use general interest programs distributed nationwide by PBS as vehicles for formal learning."

The district's work in telecourse development is carried out by the Office of Telecourse Design at Coastline Community College, one of the three campuses in the district. The other two campuses—Orange Coast College and Golden West College—are traditional college campuses, while Coastline, a "college without walls," has as its mission the development and offering of a great variety of nontraditional learning systems to meet the ongoing needs of many kinds of students. In addition to housing the Office of Telecourse Design, Coastline also supervises and implements all telecourses offered in the District through Coordinated Instructional Systems Support.

Coastline's staff works closely with KOCE-TV in both development of new courses and in offering of existing courses over station facilities. Coastline staff designs the academic matrix of each new telecourse; prepares print materials for students and instructors and support materials for client colleges; works with KOCE in development and validation of video material; and assists in distribution of completed telecourses to other colleges and universities.

Distribution of Telecourses

Telecourses produced by Coast Community College District are distributed and marketed by Coast District Telecourses. This division makes the district's multimedia learning systems available to other educational institutions and organizations desiring to use them. It is the largest distributor of college television courses in the country. During the 1977-78 school year, for instance, Coast District Telecourses leased telecourses to 338 two- and four-year colleges in the United States and Canada. Many colleges offered more than one Coast District telecourse, for a total of more than 800 separate offerings, enrolling over 50,000 students.

BEFORE THE TELECOURSE

Whether you are planning to use a Coast-produced telecourse package, one developed by another educational institution, or one put together by your own school, you must plan considerably in advance because you will need to make certain decisions long before the course actually goes on the air. Advance planning is especially important if your school or your faculty has not had previous experience with telecourses, or if your college does not have a special division that offers telecourses on a regular basis.

The work that your institution does before the telecourse actually begins is crucial to the success of the telecourse, both for your institution and the students enrolled in the telecourse. Among the major activities that must be undertaken before the telecourse is offered are obtaining approval for the offering of the course; deciding on the credit offered for the course and its grading options; forecasting costs in order to allocate sufficient funds; arranging for broadcast time; defining the role of the faculty and providing them with necessary support services; and developing effective recruitment techniques and efficient registration procedures.

Since the offering of a telecourse initially involves many areas other than academic at an institution, you may find it particularly helpful to form a committee to oversee the planning process and the deployment of resources required by the telecourse.

The Planning Committee

It has been the experience of colleges that have offered telecourses that it is most helpful to have the committee chaired by a faculty member from the academic area that will be offering the course. If the particular telecourse you are offering is suitable for offering through several departments, such as adult education, extension division, and community services, as well as through a traditional academic discipline, it will be necessary to assign principal responsibility to one of the departments. Once the chair has been named, he or she can guide the course through all necessary institutional and academic review procedures and select appropriate persons to serve on the planning committee.

Ideally, the committee should comprise representatives from each of three divisions of the institution: administration, faculty, and public information. As soon as possible after formation of the committee, all members should become thoroughly acquainted with the telecourse you are offering and with the resources and information in this guidebook.

Likely areas of responsibility for each of the three divisions are noted below:

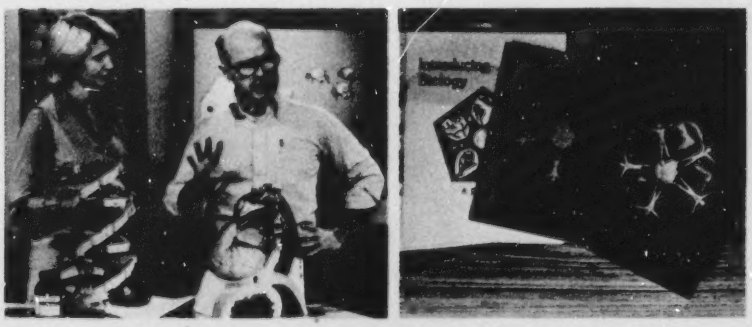
Administration: Registration and enrollment; classification of the course; faculty assignment; support services; financial considerations; securing television time; ordering necessary print materials.

Faculty: Conducting the course; student support services; characteristics of television students; student evaluation procedures.

Public Information: Informing the community about the availability of the course; assuring ease of registration; identifying additional audiences for the course.

It is important to note that these areas of responsibility are not mutually exclusive. The concerns of each of the three divisions are interrelated. Administrators, for example, will want to work with the public information staff in designing brochures with registration forms; faculty will need to know some of the mechanics of obtaining the various components of the course, such as how to order print materials; and the public information office will want to know how faculty assigned to the course will approach the course and what they expect their students to gain from the course.

Even if, for some reason, it is not possible to follow the ideal course in planning and organizing for the telecourse well ahead of time, it is still necessary that you commit your institution totally to the goal of making the telecourse a success. No one should make the mistake of thinking that it is enough simply to list the telecourse in the college catalog, then relinquish all responsibility for its success to the individual charged with conducting it.



Biologist and producer on set of Introducing Biology.

Securing Approval

If you have not yet secured approval for the telecourse, you must now do so. Every college and university has its own procedures for considering and approving new courses, and these procedures should differ little or not at all for courses offered by television.

At Coastline College, telecourses are adopted for the curriculum only after review by a research committee, a screening committee, and the curriculum committee. A detailed course outline is prepared for these committees, usually by the faculty or departmental sponsor. The outline includes such information as course goals and objectives, a summary of course content, a rationale for the course, credits to be awarded, grading policy, a list of text materials, and a statement of what needs the course satisfies.

Credit and Grades

The amount of credit and the grading options for the telecourse usually are determined at the time the course is submitted for approval by the institution. Most telecourses are designed as one-semester courses suit-

able for three units of credit. It is important to note, however, that great flexibility is possible in the amount of credit an individual institution chooses to assign to a course. Depending on the specific amount of work your institution requires of the student in the form of additional reading, field activities, research projects and papers, examinations, and even laboratory work, the course may be offered for two, three, or more units of credit. Almost all telecourses can be offered on a credit/no credit basis or on a letter grade or pass/fail basis. In short, any credit and grading policies normally followed by your institution can usually be applied to telecourses.

Arranging Broadcast Time

Because telecourses reach the most students on open broadcast over television stations, any college planning to implement telecourses should give priority to establishing and maintaining good working relations and clear lines of communication with all television stations in its area. The appropriate contact at each station will probably be the director of programming.

National telecourse programs are distributed by the Public Broadcasting Service, but local PBS stations are independent and are not required to carry any specific program offered by PBS. Further, even if your local PBS station is showing a program offered by the network, it may choose to present the program at a time quite different from the nationally announced schedule. Early in your planning, then, you must contact the director of programming of your local PBS station to confirm that a series will be carried, to learn the times at which programs will be shown, and to determine if and when broadcasts will be repeated.

Syndicated telecourses can be broadcast by either PBS stations or commercial stations, but they are not offered nationally by PBS. You can arrange to have your telecourse broadcast on a local PBS station, but you may be required to pay a fee that is usually between $150 and $250 per hour. You will find many commercial stations are very cooperative in providing free public service access to your institution for the broadcast of courses by credit. Certainly, you should survey your area to see whether a station that reaches your students is already planning to broadcast your telecourse for another college.

You may find that your institution's needs are not satisfied by a single station, and you may need to combine several resources to reach your audience. For example, the Southern California Consortium for Community College Television (of which Coast District is a member) purchases early evening time for the initial broadcast of a program, then—taking advantage of donated time—has the same program rebroadcast several days later at an early morning hour. If your financial resources don't permit paying for television time, you should consider sharing the cost with other interested colleges.

Coast District and other users of instructional television find that the hours at which the telecourse programs are broadcast are of critical importance to the course. If the broadcast time is not convenient for students, you will lose the major impact of your course. Surveys show that telecourse students prefer broadcasts during early morning hours, late afternoon or early evening hours, and on weekends—times outside the hours when most on-campus classes are held. (One survey indicated that Coast District students preferred broadcasts after 4:30 p.m.) One solution to the problem of providing students with adequate opportunities to view the programs is to use the two-station approach we mentioned above, so that students who missed an earlier broadcast could tune in on a later one. Another solution is to encourage your PBS station to offer repeat broadcasts of programs, ideally at a substantially different time and on a different day than the original broadcast.

Unannounced and unexpected changes in broadcast times can confuse your students and disrupt your course; therefore, you should have agreements with your stations that they will either notify students with brief announcements before broadcast time, or they will advise you of changes in time for your college to inform its students.

Forecasting Costs

The costs of offering telecourses will vary with the kind of course, with the particular educational institution that developed it, and—of course—with the arrangements your college might make for offering it. Both Coast District and Dallas County Community College District report, however, that costs for telecourses are usually somewhat less per student than on-campus costs.

Basic fees for participation in offering a telecourse vary considerably according to whether the telecourse is national or syndicated. For national courses broadcast over the PBS network, fees for participating institutions usually range from $50 to $200. The fee depends upon the nature of academic materials developed to enable the institution to offer a credit-worthy course. Syndicated courses developed by Coast Community College District are usually leased for a fee of between $1,500 and $3,500, depending partly on whether the telecourse is delivered in cassette format or if the telecourse is in 2-inch broadcast tape format, plus a fee of $10 per student. Clients leasing telecourses from Coast provide their own cassettes or videotapes. It is important to note that participation fees for national courses and lease fees for syndicated courses also vary *depending on the number and length of the programs in the telecourse and on the institution that originates the telecourse materials.*

Client rights are spelled out carefully in each contract. For syndicated courses, however, clients can duplicate programs from the complete set supplied by Coast District for use in media and learning centers and libraries, with unlimited playout privileges for the duration of the contract. At the end of the contract, the using institution is required to furnish a certificate of erasure, if a contract is not renewed. Participants in most national courses that are broadcast over PBS usually have permission to dub programs off the air and show them for seven days. The programs must be erased after seven days, however. With some national telecourses it is possible to purchase or lease nonbroadcast rights for the program. Such a purchase may be worthwhile if your school serves large numbers of students and wants to include the telecourse as a regular part of its curriculum.

Faculty Salaries and Recruiting Costs

Two other basic expenses related to the offering of a telecourse are faculty salaries and expenses for recruiting students and promoting the course. The amount spent on salaries of faculty assigned to the course will depend, of course, on the number of students enrolled in the course and the level of support provided by the faculty. Enrollment in your telecourse may be so large that two or three faculty members must be assigned to the telecourse.

Salary for faculty assigned to telecourses can be based on guidelines similar to those your institution applies to faculty teaching regular courses: number of students, number of hours, and length of service and educational background of the individual instructor. In addition, of course, your institution may have to follow state-, district-, or union-mandated guidelines.

Within Coast Community College District, for example, faculty who teach telecourses, and who are also full-time certificated instructors at one of the district's three campuses, are paid for five hours per week for up to 350 students, with one hour for each additional 70 students.

An individual instructor is allowed a maximum of 630 students (nine hours pay). Further, if two or more instructors are assigned to the same telecourse, each receives an additional hour's pay as compensation for coordination among themselves in preparing communications for students and in discussing matters relating to the telecourse and to individual students. Each instructor's rate of pay is contingent upon his or her educational level and length of service with the district.

Expenses for recruiting students will also vary with the scope of the promotional effort: the number of brochures mailed, the number of mailings, the number of posters printed, the number of advertisements purchased. If the number of students recruited is large, however, the costs of the recruiting effort, on a per-student-enrolled basis, can be quite nominal.

Other Costs

Other costs for offering a telecourse will vary depending on the number of students enrolled and the kinds and extent of support services offered to telecourse students. These variable costs include such items as postage, printing, telephone lines, computer time for grading examinations, and clerical support for preparing mailings.

A sample financial model for computing costs is printed in the Appendix of this guidebook for your convenience.

Defining the Role of the Faculty

If this is your first telecourse and you are offering only one course at this time, you will need at least one and possibly several enthusiastic faculty members who represent the same discipline as the telecourse. You may also need the services of a teaching assistant or a graduate student. Certainly you should include your sponsoring faculty person, if possible. How many persons you need will depend heavily, of course, on the size of your enrollment and how many telecourses you are offering, but assignment of faculty will also be influenced by such factors as policy on faculty salaries, lecture hour requirements, departmental funding procedures, and the level at which the course is offered. For instance, if the course if offered through an adult education division as a program of home study, it would probably require considerably less faculty support than if it is offered to regular students for credit through a campus-based department.

Whatever their number, your telecourse faculty will need support, including arrangements for large mailings and for telephone contact with students, for administering tests, and for computer assistance in evaluation and feedback.

Possible Faculty Roles

The faculty assigned to the telecourse may fill any one of several roles, or a combination of roles, depending upon institutional resources, size of enrollment, and various other considerations about the telecourse. These roles may be:

A course manager who has primary responsibility for counseling individual students and minimal responsibility for teaching, who relies heavily on the core presentation contained in the television programs and related instructional materials, and who has good computer and clerical support.

A discussion leader who is available for seminars and other contact sessions.

A lecturer who presents added insights, criticism, and analysis (perhaps to integrate the course with a specific discipline), either in classrooms or over a local radio or television station.

A moderator who chairs panel discussions and symposiums.

A student evaluator who adapts examination material, designs new

examination questions, administers and grades examinations, and provides written and oral feedback to individual students.

In the Coast Community College District, the role of the telecourse faculty member is defined as "learning manager." Learning managers are for the most part full-time instructors from the district's other two colleges or they are part-time instructors from the faculties of other colleges in southern California; all hold California Community College teaching credentials. (See Appendix, "Reflections of a Course Manager".)

Support Services for Faculty

Before the telecourse begins it is also important to plan and arrange for support services for faculty in such areas as printing, mailing, telephone lines, clerical help, and computer support. Institutions that regularly offer telecourses have found that it is most efficient to implement telecourses through one office or division, with one person responsible for both the implementation of telecourses generally and for overall supervision of telecourse operations personnel. These offices provide and coordinate the various support services required by faculty.

For example, Dallas ITV plays a focal role in planning and coordinating the use of telecourses, but each of the seven campuses in the district exercises individual control over telecourses offered. Each campus has a telecourse administrator, usually an associate dean or an assistant dean, who appoints and supervises telecourse faculty. Each campus has at least one telecourse instructor. These faculty persons are supported by a district director of course implementation and a district coordinator for each course who coordinates assignments, activities, and grading practices; writes tests and evaluates the course for purposes of improvement.

Miami-Dade's Open College has course coordinators who work with faculty on specific telecourses and a student services coordinator who is responsible for recruitment, counseling, and testing. In addition, facilities of all four of the district's campuses are pressed into service for registration, records, advisement, testing, and student activities.

In the Coast Community College District, responsibility for implementing telecourses is centralized within Coordinated Instructional Systems (CIS) Support, a division of the Office of Instruction at Coastline Community College. CIS Support supervises learning managers for telecourses and provides a wide range of support services for these learning managers.

Besides hiring and supervising learning managers, CIS Support maintains office space and telephones with automatic answering service for learning managers; supplies proctors for examinations; schedules dates and facilities for tests, seminars, and review sessions; provides such services as printing of quizzes and tests; processes mail and other communications flowing between student and learning manager; prepares materials for the computer support system that augments the utilization of telecourses in Coast District; supplies student questionnaires at the end of each course; and compiles data from these surveys. Learning managers are required to attend a special orientation session at the beginning of each semester, and they are furnished with a handbook printed especially for telecourse faculty.

Recruitment and Registration

The basic success of your telecourse offering is dependent upon the number of potential students who actually enroll in the course. A large enrollment, of course, also results in lower overall cost per student.

Institutions that regularly offer telecourses have found that there are keys to enrolling large numbers of students: (1) an active, early,

Flyer tells potential student about telecourses

and persuasive public information campaign that advises all potential students of the availability of the telecourse and (2) a registration procedure that is simple and easy.

As we cautioned earlier in this guidebook, it is not enough to list the course in the college catalog, then leave the rest of the job to the faculty person who will conduct the course. Vigorous promotion and publicity and easy registration procedures are required, and these are jobs that demand the time and the skills of your campus public information officer and your registrar, who should, incidentally, be serving on your telecourse team. These tasks must also be begun weeks and months ahead of the date the telecourse is to begin broadcasting.

Potential Telecourse Students

In planning your public information campaign for a telecourse, it is helpful to know something of the characteristics of students who have actually enrolled in telecourses.

On the basis of data collected from many sources, we think we can most likely predict with some accuracy what student viewers in your telecourse will be like. Many research studies have been made by such colleges and groups as Coastline Community College, University of Mid-America, Dallas Community College District, Miami-Dade Community Colleges, Chicago City Colleges, and the Southern California Consortium for Community College Television. Naturally, the data will vary from course to course, from semester to semester, and from college to college, but the general profile seems to remain much the same.

Telecourse students tend to be older than students enrolled in traditional courses, married, and employed and many have children. The majority of the students are usually women. These students have had a significant amount of previous college training, and most are interested in earning a college degree. They also indicate that they have positive feelings about telecourses, and they enroll in telecourses mainly for reasons of convenience, although many also indicate that they enroll for personal enrichment. Generally, there will be a few students who may, for various reasons, be confined to home, hospital, or other institution.

For example, Coastline Community College, in a survey of nearly 5,000 students enrolled in telecourses during the spring semester of 1978, found that 58 percent of the students were female, 42 percent were male; 84 percent were over 21 years old, 16 percent were under 21; 80 percent had taken up to 60 units of college credit, and 20 percent had more than

60 units; 40 percent were taking classes at other colleges in the district; 60 percent indicated they are earning degrees, while 40 percent said general interest was their main reason for enrolling.

Similar findings are reported by Dallas Community College District for a survey made of thousands of students enrolled over a period of years. In addition, Dallas students listed their reasons for preferring television courses to campus courses as: (1) convenience, (2) saves time and money by eliminating transportation, (3) other classes filled, (4) could not come or did not want to come to campus, and (5) liking for independent study.

Dr. Leslie Purdy, Senior Instructional Designer, Coastline Community College, studied in detail the characteristics of students enrolled in the national telecourse *Classic Theatre—The Humanities in Drama*. The conclusion of her study summarizes the characteristics of telecourse students: "What we see in the data on television students is a group of students who differ from their peers enrolled in traditional two- and four-year college classes. They are older, degree-oriented, but not interested in full-time study; they are highly motivated to study and take advantage of faculty and study resources of the sponsoring institution as long as it does not require much time on campus. Most important, they can learn from and enjoy broadcast television programs."

Of course, you may find that your telecourse students do not match this general profile. Among the variables that may affect the characteristics of your telecourse students are the demographics of your community, the subject matter of the telecourse itself, and the academic level at which it is offered. Still, it is important to keep the general characteristics of telecourse students in mind as you plan your publicity campaign, while allowing for any special features that may characterize potential students.

Public Information Techniques

Look first to campus sources for all the promotion and publicity you can get for your telecourse. Make use of class schedules, catalogs, bulletin boards, campus newspapers, and magazines. Ask your campus publications to run news stories and features about your telecourse; buy ads if you have funds. If your campus has a campus radio or television station, appeal to them to assist by running spot announcements and news stories. Post brochures, posters, and other kinds of notices in libraries, bookstores, cafeterias, dormitories, and other likely places on campus. If you have offered a telecourse previously, acquire a mailing list and send notices or brochures to every student on the list. Better yet, use all these techniques.

Word of mouth has been found to be one very effective way of communicating information about telecourses, so ask your students to tell others about the availability of the course.

Turn to the off-campus community and make use of every possible channel of communication. Prepare news stories and features for daily and weekly newspapers in your area and for local magazines. Interest popular local columnists in writing about the telecourse. Buy commercial ads explaining the course, telling prospective students when it airs, what it involves, and where and how they can register. Offer spot announcements to your local radio and television stations and ask them to cooperate as a public service. Be sure your "spots" give the name of the course, the name of your school, times and dates of broadcast, information about registration, and a telephone number to call for further information.

Coast Community College District sometimes mails flyers to every resident of the district and distributes brochures to more than 100 locations in the community, including fire departments, clubs, special interest groups, police departments, public libraries, food chain stores, recreation centers, medical offices, and newspaper offices.

Coast District has also used some creative and dramatic promotional techniques to distinct advantage for telecourse enrollment. Press conferences have been held for visiting celebrities connected with a particular telecourse; preview showings have been arranged for new courses scheduled for broadcast. Students registered in a telecourse on home gardening were given discounts by local nurseries plus free packages of garden fertilizer. Several stars of movies and television donated time to record spot announcements promoting Coast District telecourses. A prominent billboard on a main thoroughfare was used to advertise one telecourse.

Dallas County Community College District has used public service announcements broadcast over local television stations. These announcements showed representative telecourse students filmed in scenes from their everyday lives, telling their experiences with telecourses and their reasons for enrolling in telecourses.

Bakersfield College of California attracted 1,715 students (more than 15 percent of the total college enrollment for that school year) for *The Admas Chronicles,* a national course aired over PBS, by contacting all former television course enrollees, mailing 5,000 brochures to other potential students, and inserting a print-out with a special section for telecourses in the local newspaper.

Mt. San Antonio College of California, as part of an extensive and successful campaign, sent special letters to all residents in the district whose surnames were the same as those in *The Adams Chronicles.* The names included Adams, Jackson, Hamilton, Franklin, and Monroe, and a direct descendent of the Adams family actually took the course successfully.

For anyone interested in more detailed suggestions for promoting and publicizing telecourses, a special booklet, "Attracting the TV Student," can be obtained by writing Coast District Telecourses, 10231 Slater Avenue, Fountain Valley, California 92708, or Richard V. Simon, Community Relations and Public Information, Coast Community College District, 1370 Adams Avenue, Costa Mesa, California 92626.

Registration

The other key to achieving good enrollment in telecourses is facilitating registration. Enrollment should be simple and easy—possibly as easy as picking up a telephone. Colleges that obtain high enrollments in telecourses usually make it possible for students to register in any of three ways: by telephone, by mail, and in person at any campus in the district.

Coast District begins by providing registration forms to all students currently enrolled in telecourses and to all former telecourse students. Tear-out, postage-paid registration forms are attached to all mailers, brochures, class schedules, and advertisements distributed in the district. (See Appendix.) Interested students have only to fill out the form, tear it off, and drop it in a mailbox. Telephone numbers are also provided so that the student may register by telephone. And at registration time on each of the district's campuses, special booths for telecourse registration are set up for the convenience of potential students.

You should make certain, though, that the material accompanying the mail-in registration form contains essential information about the course, such as what the course is about; what station will broadcast it; dates and times of broadcasts; course fees, if any; list and price of books that must be purchased; department and course number of course; whether there are any prerequisities or other requirements for the course; number of units the course carries; whether it

Short form allows student to chose telecourses, register by mail

Counselors can make walk-in registration easy and convenient

counts toward a degree and can be taken on a credit/no credit basis; and whether it is a transfer course.

Immediately upon receipt of a telephone or mail registration, the campus registrar or faculty member in charge of the telecourse should send a letter to the student acknowledging and confirming that he or she is registered in the course.

This initial letter, if it is from the faculty member assigned to the course, can take the form of a letter of greeting and list and discuss the following basic information about the course:

- What will be expected of the student in order to complete course requirements.
- Print material, including information about which books are required or suggested as optional (if any), their costs, and how to purchase them. Include a mail order form if your bookstore is willing to handle orders in this way.
- Course schedules, including a viewing schedule for the broadcasts on the local TV station.
- Time and place of discussion groups, study sessions, and exams, if any will be offered.
- Name, phone number, and office hours of course facilitator and other personnel assigned to assist students in this course.
- Other college services available to the student, such as the library, media center, counseling, and off-campus discussion groups. (Include a map of the campus, if possible.)
- Any other pertinent information.

Examples of materials sent by Coastline course managers to students enrolling in telecourses are provided in the Appendix of this guidebook.

DURING THE TELECOURSE

Once the telecourse is on the air and students are enrolled, your institution still has major responsibilities for keeping those students enrolled. Efforts to keep students enrolled are just as critical to the success of the telecourse as are efforts to get students to enroll; however, it would be unrealistic to expect all the students who enroll to complete the course. Just as some students drop or fail to complete traditional courses on campus, so too with telecourse students.

Telecourses are not ideally suited to all students—but then, no single mode of learning is. Telecourses, more so than many other instructional modes, require self-discipline, high motivation and interest, and the ability to work alone, and not all students possess these qualities in adequate measure. Some students will have handicaps that could interfere with successful performance, though faculty can usually make allowance for handicaps if they are aware of them. (With aid and encouragement from her learning manager, a woman student who is totally deaf completed a Coast District psychology telecourse with an "A" grade.) Other students may fail because they have job problems or personal problems, or because they came to the course with false expectations about their commitment or what is expected of them.

However, there are many measures your institution and the faculty assigned to the telecourse can take to maintain student enrollment. Chief among these measures are opportunities for student-faculty interaction, careful integration of instructional materials, availability of review materials in learning and media centers, testing and feedback, and flexibility in responding to students' needs.

Student-Faculty Interaction

Telecourse students express ambivalence about on-campus contacts and interaction with instructors and other students; they prize the independence and freedom offered by the telecourse, yet they miss interaction with others. So what kind of contact serves the student best and how much is enough?

The answer to the dilemma of interaction seems to be that the instructor and the institution should maintain regular communication with the student to make the student feel that he or she is truly enrolled in a college course and that the institution is just as interested in his or her progress as it is in that of regular on-campus students. But required trips to the campus should be kept to a minimum.

Interaction between students and faculty can take many forms. Among the techniques that have been used successfully with telecourses are

telephone calls, letters and cards, newsletters, and review sessions and study groups.

Course manager maintains supportive contact with telecourse students

Telephone Calls

Within the Coast Community College District, CIS staff is available from 8 a.m. to 5 p.m. weekdays to answer students who call in with questions about telecourse procedures. In addition, individual faculty assigned to each course keep regular telephone hours every week when they are available to answer students' questions about course content. Each telecourse has its own telephone line, and each telecourse telephone has an answering device that can record messages from students 24 hours a day. Faculty can then return students' calls and answer their questions.

Miami-Dade Open College also encourages telephone contact between faculty and telecourse students. In fact, Miami-Dade has found that students who are regularly contacted by telephone have a greater rate of completion in the telecourse than students who are not contacted. Miami-Dade's program also places particular emphasis on contacting students who are falling behind in their work.

Dallas County Community College District ITV and Tarrant County Junior College District maintain "hotlines" for students from 8 a.m. to 8 p.m. five days a week.

Letters and Cards

Regular, informative mailings to students can also be an excellent method of communication with students. Faculty assigned to telecourses offered by Coast Community College District usually write their students five to seven times during each telecourse. The first letter is an orientation letter that includes all necessary information about the course such as text materials required; broadcast schedules; number, dates, and times of tests; dates, times, and locations of seminars or review sessions; what will be expected of the student with regard to course work; and a map locating campus facilities. Other letters sent during the course communicate pertinent information about assignments, review sessions, quizzes, and examinations, as well as provide a means for faculty to express their thoughts about the telecourse content. (Sample communications are reprinted in the Appendix.)

Newsletters

Coastline Community College and a number of other institutions regularly offering telecourses publish and circulate special newsletters for telecourse students with information about course schedules and requirements. Dallas ITV and Tarrant ITV also distribute to telecourse students

special booklets containing complete telecourse calendars for the semester, and information on fees, credits, registration, and related topics.

Faculty assigned to a specific telecourse should also consider developing a newsletter for the course. Such a newsletter could contain information related to the content of the course and announcements about special events in the community that might be of interest to telecourse students. The newsletter could also print comments from students, and information about telecourse students and faculty as well as remind students of assignments and examination dates.

Lunchbreak offers chance for group to study

Newsletters keep students abreast of what's happening

Some students want personal contact with course manager

Review Sessions and Study Groups

Though telecourse students seem to be best served by a limited number of required visits to campus, many students seem to want a personal meeting with the telecourse instructor; therefore, many telecourse faculty at Coast Community College District offer optional review sessions for students. In general, twenty percent of students enrolled in any one course take advantage of the on-campus session. Dallas ITV requires students to attend an orientation session at the beginning of the course, since surveys in the district show a positive correlation between attendance at orientation sessions and success in the course. Dallas ITV also encourages the scheduling of discussion meetings, films, debates, and guest speakers. Tarrant ITV, too, requires students to attend an orientation session, and students in this district also must take pretests and diagnostic tests.

Such review and orientation sessions need not necessarily be held on campus. If your district is large and many students are enrolled in the telecourse, you should consider holding sessions in such off-campus locations as community schools or centers, meeting rooms of large businesses, and apartment clubhouses.

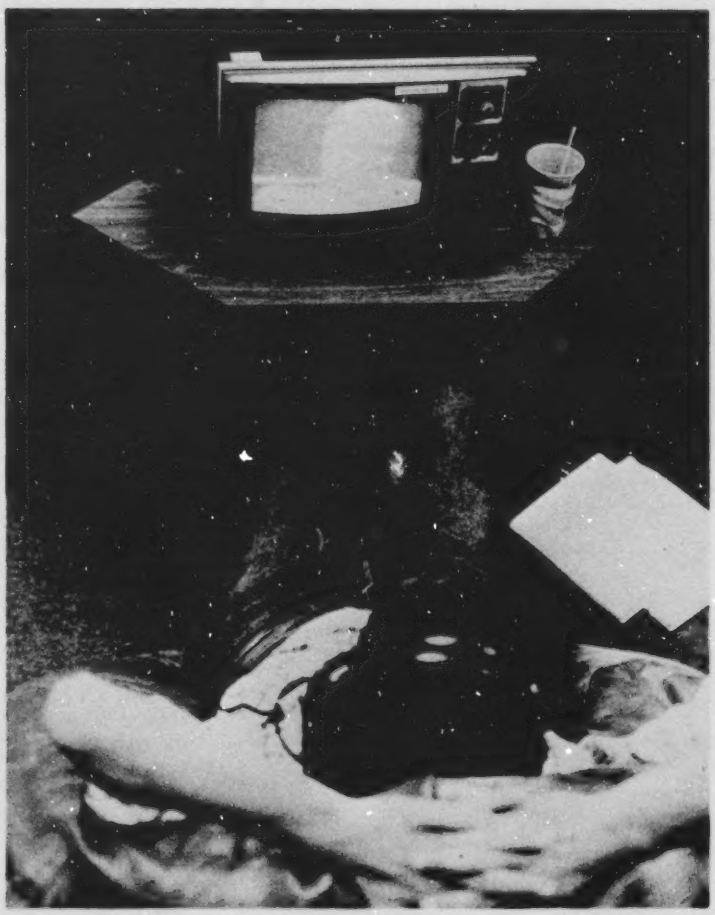
Telecourse faculty in the Coast district have also experimented with matching study partners together and with organizing peer study groups. On their registration cards students were asked if they wished to share their names and addresses with other students interested in study groups. Students who indicated they did desire to form groups were grouped by ZIP codes and lists were made available to them so that they could organize their own groups.

Integration of Instructional Material

It has been the experience of Coast district that students are most comfortable with their course and tend to complete it successfully when the design of the television programs, the text materials, the study guide, and the tests is such that there is close integration and coordination

among them. A clear, concise study guide that ties all of the elements together and gives the student explicit direction about assignments and expectations is considered absolutely essential to the course. The vital role of the study guide in integrating these elements is underscored by the Maryland College of the Air survey, in which 88 percent of the students who rated *The Adams Chronicles* as a highly successful learning experience also reported that they made steady use of the course study guide to complete the course successfully.

Availability of instructional materials before the course begins is a very important factor in maintaining telecourse enrollment. Coast District has found that if students cannot obtain the required print materials—especially the study guide—either before or very early in the course, the effect on drop-out rates can be severe.



College media center is a comfortable place to review lesson

Use of Media and Learning Centers

Throughout the course, students should be encouraged to use the media and learning centers on campus to view any programs they have missed or to review programs. You should also consider making the tapes available at off-campus locations such as municipal libraries that have the required viewing equipment.

Of course, if the television programs are part of a national telecourse that does not permit off-air recording, your students will not have the opportunity to watch the programs other than when they are broadcast. In such a situation, perhaps the telecourse faculty could prepare an audio

review tape; students could then listen to the tape at the media or learning center or call a special telephone number to hear the recording.

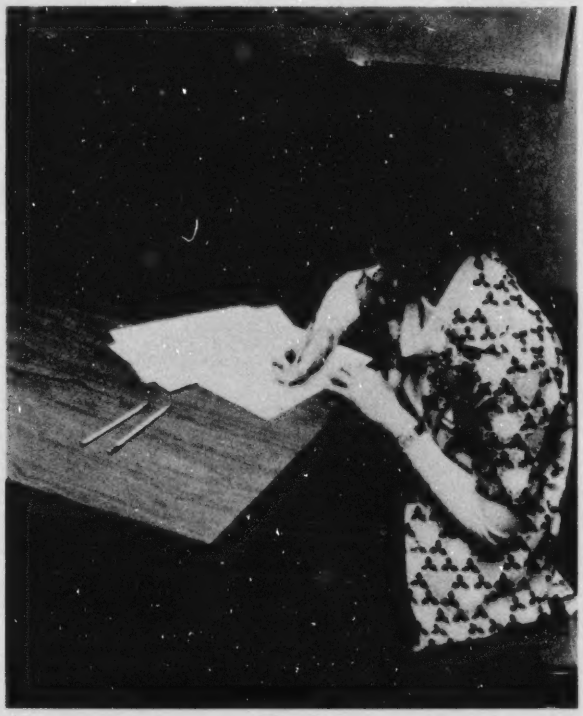
Testing and Computer Feedback

Regular quizzes, whether graded or ungraded, tell students how they are doing in telecourses and aid their progress in completing the course. One survey of students enrolled in Coast district telecourses found that they wanted quizzes as well as midterm and final exams.

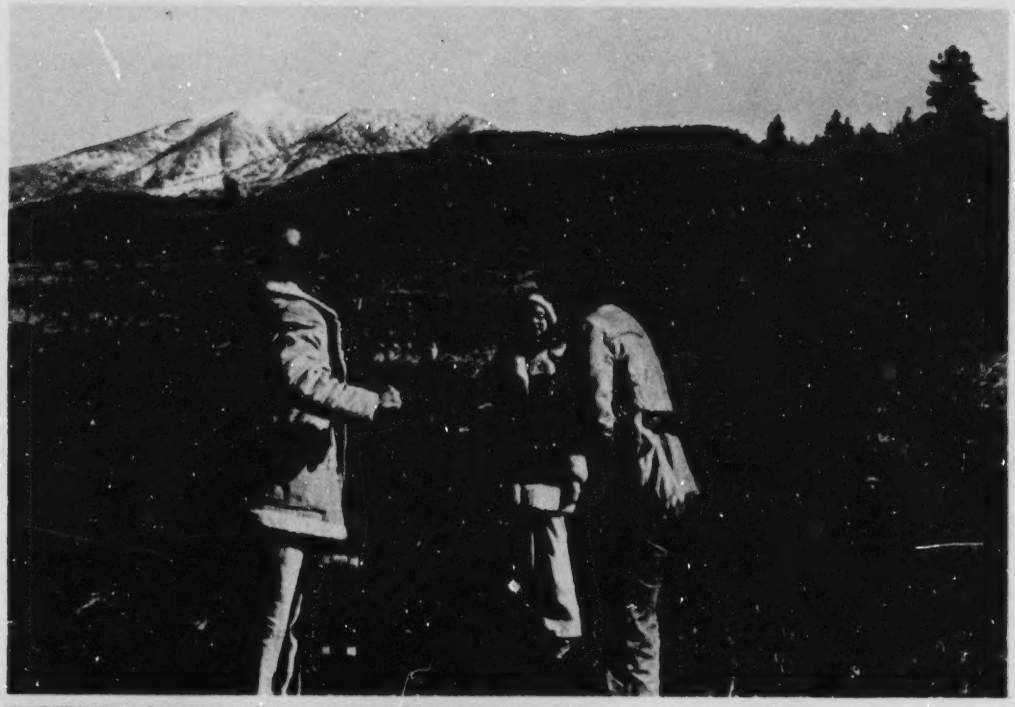
Miami-Dade Open College has found that rapid computer feedback to telecourse students on these quizzes and exams correlates significantly with course completion. Students are asked to turn in regular quizzes, and a computer-based instructional management system scores and returns the quizzes to the students with specific prescriptions indicating performance, together with instructions or encouragement regarding the student's understanding of the material.

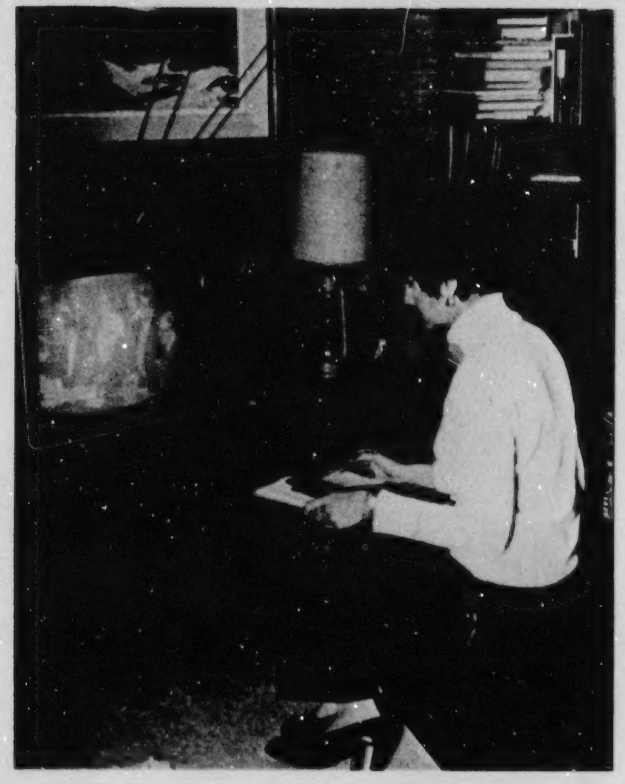
Students enrolled in telecourses in the Coast district are required to take a midterm and a final examination, and they are usually offered a choice of two times and dates for taking each examination on campus. Arrangements are made for administering tests to students who are physically unable to come to campus.

In addition to midterm and final exams, telecourse faculty within Coast district have the option of using additional self-help quizzes with support from the computer testing/prescriptive feedback system. In this system, the computer scores and prepares reply data sheets for each participating student. The reply data sheets indicate which questions the student answered incorrectly and prescribe areas of the test materials or television programs where correct answers can be found. These quizzes can be used for extra credit, better grades, or solely as a self-help technique for the student.



Making up a midterm in CIS headquarters





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AFTER THE TELECOURSE

When the telecourse is over, it is time for the institution to evaluate the experience, both from the students' and the faculty's point of view. At this time, too, it can be beneficial to think of possible other uses for the telecourse components, particularly the programs themselves.

Student Survey

A few institutions that offer telecourses have special resources for conducting extensive and continuing research studies, but a telecourse can be evaluated and data can be collected even when the institution does not have access to special research resources. A simple questionnaire sent to students at the completion of the telecourse can yield much valuable data about the success of the telecourse, the characteristics of students who enroll in telecourses, and their assessments of the telecourse components.

The questionnaire should, of course, ask for basic demographic data: age, sex, residence, marital status, employment classification, educational level, and the like. You also need to know about how students rate the telecourse and their experiences with it. They should be asked how they feel about telecourses in general, how they rate the quality and usefulness of each of the components of the telecourse, what they feel about the quality and quantity of faculty and institutional support offered, and how they assess the learning experience provided by the telecourse.

It is important to send the questionnaire to all students who originally enrolled in the telecourse. The responses of those who did not complete the telecourse can be just as illuminating, if not more so, than those of students who did complete the telecourse successfully.

All institutions that are major users or producers of telecourses do, in fact, conduct some form of research, but the scope and purpose of research varies widely among these institutions. UMA, for example, has a Division of Research that is staffed with a director, three other full-time research specialists, and two to four part-time graduate assistants. The division's principal concerns are to collect and analyze data that assist in decision-making related to the development of telecourses (and other products) and to identify potential audiences that UMA member colleges and universities could or should be serving. But the UMA Division of Research also conducts ongoing basic research that addresses issues and interests related to lifelong learning, as well as analytic studies of what is being done elsewhere in opportunities for lifelong learning and use of distance learning modes such as telecourses.

Dallas ITV also has a full-time research specialist who investigates all phases of telecourses offered in the Dallas Community College District and routinely surveys students after each telecourse. Students who have enrolled in telecourses within Coast Community College District receive a simple questionnaire at the conclusion of every telecourse, and special-purpose surveys are made at intervals. The results of these surveys are tabulated by computer and made available to other college departments for assistance in decisions relating to course development and acquisition, reaching potential student audiences, and improved service to telecourse students. (See Appendix for sample questionnaires.)

Faculty Report

It is also important to find out how the faculty involved with the telecourse view their experience. At the conclusion of the telecourse, all faculty members assigned to a telecourse could be given a questionnaire or could be asked to write a short report, covering such areas as adequacy of support services, their evaluation of the quality of the various components, their impressions of student response to the telecourse, and their suggestions for improving the offering of telecourses. Ideally, they should prepare their reports as soon as possible after the telecourse concludes, while their impressions and ideas are still fresh.

Other Uses of the Telecourse

A telecourse is a system of many uses. If your lease contract permits you to do so or if you have purchased the television component outright, you can use your telecourse more than once and in ways other than that geared to one-time open broadcast. You should, of course, provide your library and media center with copies of the television programs so that any student who wants to watch the programs can do so.

Individual programs are eminently suitable as supplements to, or substitutions for, parts of regular on-campus instruction. Many telecourse programs, for example, have a unique advantage in that they combine the best of film and videotape on a single subject. Faculty may find that a telecourse program can communicate more visually about a single topic than any other medium.

Individual complete units of the telecourse may be appropriate as extra credit activities for students who are enrolled in a regular campus course. Individual units can also serve as refreshers or prompters for students in the particular discipline involved. Faculty may also find that a particular program can replace part of their standard classroom presentation. Urge your faculty to familiarize themselves with the telecourse programs and encourage them to think of ways in which they can be incorporated into their classes.

Telecourses have also been used for self-paced instruction. Dallas County Community College District, for instance, offers telecourses to students on an open entry/open exit basis in which students can proceed at their own pace to complete the course. Still another use for telecourses is found in closed-circuit broadcasts to specialized audiences. Coast-produced telecourses, for example, have been offered over closed-circuit broadcast to employees of a large aerospace firm and to inmates of a state prison.

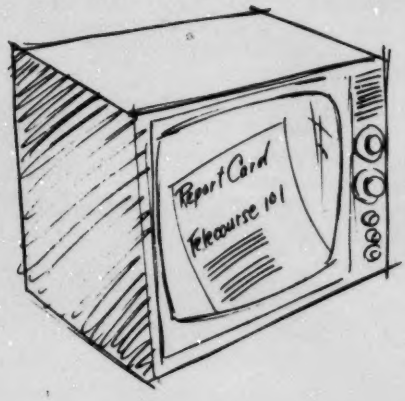
A Final Word

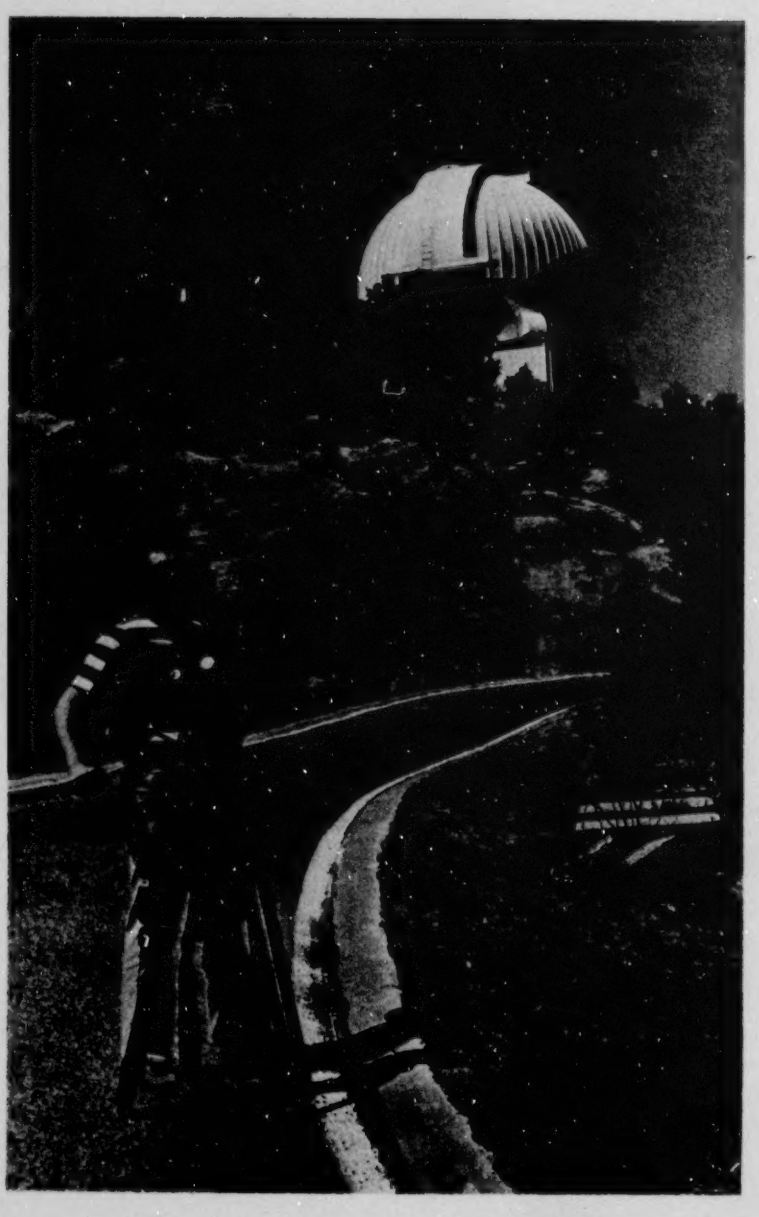
If a concluding word is needed, it would be to say that if you are to implement your telecourse successfully from the viewpoints of both your institution and your students, you must have:

- Total commitment of all your institutional resources
- Vigorous measures to enroll students and to keep students
- Strong orientation and support for faculty involved

- Steady communication with students
- Close coordination of all of these services and supports

We encourage you to share your experiences with telecourses with us, and we welcome any suggestions and comments. Finally, if you have further questions about offering and implementing television courses, you may contact Coast District Telecourses, 10231 Slater Avenue, Fountain Valley, California 92708, telephones (714) 962-8861 and (714) 962-8862, or the Office of Telecourse Design at the same address, telephone (714) 963-0811, Ext. 220.

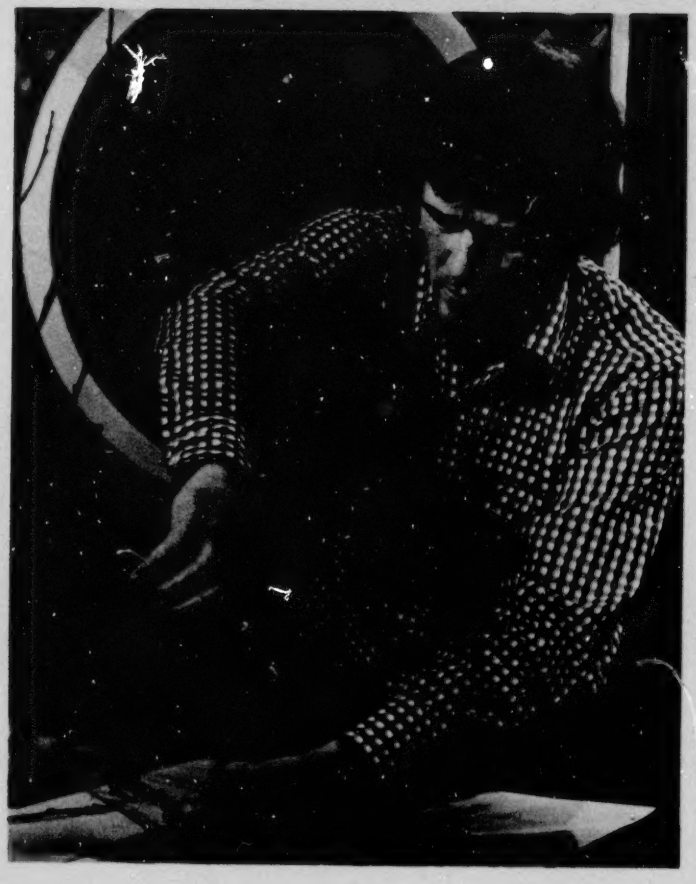




APPENDIX

- Model for Computing Costs
- Sample Announcement and Registration Forms
- Sample Orientation Letter to Students with Assignment Sheet and Broadcast Schedule
- Sample Newsletter to Telecourse Students
- Sample Questionnaire for Students
- Sample Questionnaire for Faculty

Noted author and film writer Maya Angelou hosts the telecourse ***Humanities Through the Arts***



Professor John Lenanton and ***The Home Gardener***

MODEL FOR COMPUTING COSTS

This form may be helpful to you in computing the costs of offering a telecourse at your institution.

Basic Cost Per Student

A. Lease Fee (syndicated courses) or Participation Fee (national courses) $ _____

B. Faculty Salary (number of faculty hours times hourly rate) $ _____

C. Recruiting and Promotion (design, printing, mailing, and related expenses) $ _____

D. Other Related Expenses:

1. _____
2. _____
3. _____
4. _____

Total Other Related Expenses $ _____

E. Total Basic Costs $ _____

F. Basic Cost Per Student (total, line E, divided by estimated enrollment in course) $ _____

Other Costs

G. Printing $ _____

H. Postage $ _____

I. Telephone Lines $ _____

J. Clerical Help $ _____

K. Computer Time $ _____

L. _____ $ _____

M. _____ $ _____

N. Total Other Costs $ _____

O. Administrative and Support Overhead $ _____

P. Grand Total (lines E + N + O) $ _____

Q. Total Cost Per Student (grand total, line P, divided by estimated enrollment) $ _____

REFLECTIONS OF A COURSE MANAGER

BY MICHAEL V. OLDS
COASTLINE COMMUNITY COLLEGE

Looking at the role of the telecourse learning manager in broad perspective from the viewpoint of my own experiences, I see that the manager's job appears to proceed through four distinct phases during the course of a semester. These phases will naturally differ somewhat according to the type of course being offered, the size of enrollment, the role assigned to the faculty person who will manage the course, and other considerations, but--in essence--these phases seem typical of the tasks any instructor might expect to confront in managing any telecourse. The four phases are: precourse preparation; initial student contact; selective remedial and extra-credit contact; grading and closing paperwork.

Phase I, precourse preparation, is for the telecourse learning manager far and away the most important phase of the task. Planning ahead and preparing for the course cannot be emphasized enough, yet I find it is the phase that seems to be most often neglected. Perhaps the college or university fails to allow the assigned faculty member sufficient lead time for preparatory work, or it may be that the faculty person is at fault in not preparing adequately for the task ahead. Whatever the reasons for the neglect of precourse preparation, both the institution offering the telecourse and the faculty person who will manage it should be aware that forethought is vital to the success of the course.

It must be remembered that telecourse students are learning at a distance. Direct contact with a faculty member will be minimal. Students will be expected to complete their reading assignments, view the video programs, test themselves and diagnose their own problems, turn in at-home quizzes and take exams on schedule, take advantage of any extra-credit opportunities offered, contact the college or the learning manager when problems arise--and they must perform all these functions pretty much on their own initiative. Once the telecourse is well underway, there is little or no reliable way to communicate midcourse corrections. Therefore, most issues and problems must be anticipated *before* the telecourse begins.

Anticipating issues and problems means, basically, *thinking the entire course through from beginning to end.* Have you previewed the television programs and read through the text materials, if they are available to you? What are the course objectives and how will you communicate them to your students? What administrative procedures will your students be expected to follow (registration, withdrawals, transcripts, etc.), and how should these be communicated to the students simply and without confusion? What kind of performance do you expect of the students? What grading system will you apply?

If a faculty manual and test bank have been supplied you with the course, have you gleaned the manual carefully for helpful information and ideas about the course and have you checked the test bank for validity and elimination of inappropriate test items? (Don't just assume that all test banks are adequate and all items valid.) You must now also determine when and where major examinations will be held, what portion of the course they will cover, how many quizzes (if any) there will be, and what purpose your quizzes will serve.

Early in this phase you must settle upon what, if any, extra-credit opportunities you will offer your students. Will you require or arrange seminars, review sessions, special papers, field trips, book reports, lab work? (If such activities are to be a part of your course, you must certainly arrange for participating students to turn in their work early enough so that you will not be deluged with extra work in the closing days of the course.)

Inevitably, some "glitches" will plague any and all planning for the tele-course, but these can be minimized by attending ahead of time to a few more details. For example, check the bookstore to see that all appropriate instructional materials are on hand. What if either the text or study guide has not arrived? Are bookstore hours convenient for students? Have you anticipated and accounted for all federal and local holidays that may affect testing and broadcast schedules? Then, of course, some students inevitably will miss one or another particular video program on open-air broadcast. You will need to make certain that provisions are made for these students to view the programs they miss.

Finally, during Phase I, you must establish two most important modes of communicating with your students: telephone contact and letters. The importance of these communications has been discussed in detail elsewhere in this guidebook. (Also, see sample letter in the Appendix) Suffice it to say here that the course manager should maintain consistent and specific telephone hours and that he or she should compose a clear and careful letter welcoming students to the course as soon after registration as possible. The letter must anticipate most student questions, yet it should not be burdensome in detail. This initial letter sets the tone of the course for your students. Once you have composed a satisfactory initial letter, you have passed a major milestone in managing a telecourse.

You will also find that your students will be grateful, and you will find it a convenient reference for yourself, if you can distill all the reading assignments, viewing schedules, and testing information for the semester on a single sheet of paper that can be printed and distributed.

Phase II, initial student contact, consumes most of the first half of the semester and is concerned with getting the students committed to the course and in helping them to enjoy it. A course manager's time during this part of the course is usually best devoted to frequent communication with students by phone or mail just to let them know there is a "live, warm body" available to answer their questions.

Most telecourse students need some sort of personal contact with the instructor managing the course and a few may require special attention. For example, one or two of my students have needed arrangements for regular phone calls to be made at established times. I also have arranged personal visits to a hospitalized student enrolled in one of my telecourses.

Not all students want or need such contact or special attention, however, and of course these feelings should be respected. A simple way of weeding out those who neither want nor need contact is to provide a self-addressed postcard in the initial letter that the student can use to indicate whether he or she is receptive to telephone contact. On this card students are also asked to list telephone numbers and convenient hours for calling. It

has been my experience that most students who wish to be contacted appreciate it when the course manager initiates the call.

Other techniques you as a course manager can use to encourage commitment and promote enjoyment of the course include: encouraging students to follow through on purchasing course materials; providing quizzes and feedback early in the course so that the student can experience some accomplishment; and inviting the students to critique all components of the course. Critiques can be valuable to you in making course adjustments and they help to make review sessions productive.

Once the first quizzes are in and the midterm exam is over, your telecourse moves into Phase III. During this period you should concentrate on remedial work with students who need it and on work or projects done by students for extra credit.

Most of your students, being independent workers, will require little or no attention during the second half of the course. A brief letter or two, updating course information or projecting a final grade curve, may be all that is necessary for most students. The course manager is relatively free during this phase to help students who request it, to make a solicitous phone call or two to those students whose grades indicate they need it, and to receive and evaluate extra-credit projects. You may want to arrange face-to-face consultation or regular telephone discussions for which questions and resources can be prepared in advance.

Finally, there is Phase IV, during which the course manager completes the paperwork and numerous related tasks that bring the telecourse semester to a successful close. Phase IV tasks will typically involve late makeup examinations; requests for special letters to various institutions to which students are transferring; assignment of grades; inquiries about grade changes; and perhaps evaluations of the course by students and faculty. If your precourse preparation was successful, the actual assigning of grades in response to students' performance should be relatively simple and noncontroversial.

Coastline Community College
10231 Slater Avenue
Fountain Valley, CA 92708
(714) 963-0811

Non-Profit
Organization
PAID
Santa Ana, CA
Permit #8090

RESIDENTIAL CUSTOMER

TV NEWS

SPRING 1980 CLASSES BEGIN FEBRUARY 4.

You Can "Go To College" By Television.

Tuition-Free

The opportunity to take quality college-credit courses is yours this spring. Coastline Community College brings the classroom to your living room through broadcast television courses.

Art, music, interior decoration, personal finance, American government, biology, marine science, child psychology, geography, literature, conversational German, humanities, history, and health are among the 17 courses offered (a complete list is on page 2). All are accepted for transfer to the State College and University System and 12 are accepted by the University of California.

"... keep current in today's rapidly changing social environment."

These courses will help you at home, with your children, and on your job.

They are courses which will allow you to grow intellectually and keep current in today's rapidly changing social environment.

Isn't there something you would like to know more about? Through telecourses you can learn conveniently at home and at a pace that's right for you.

The esteem, the personal and professional enrichment of a college education are yours through Coastline telecourses.

Much Ado About Something . . .

"Front row, center" the best seats in the house for the best drama in the world are yours this spring with Coastline Community College's telecourse "The Shakespeare Plays."

"The Shakespeare Plays," produced by the BBC, brings to the students the richness and vitality of outstanding drama as the Bard intended—as plays not just readings.

"... broad appeal both as an introduction to great literature and as a centerpiece for debate ..."

The "Second Season" of The Shakespeare Plays will include "Hamlet," "The Tempest," "Twelfth Night," and the Henriad, a sequence of four plays beginning with "Richard II" and continuing with "Henry IV, Part I," "Henry IV, Part II," and "Henry V."

As a telecourse, "The Shakespeare Plays" has broad appeal both as an introduction to great literature and as a centerpiece for debate and stimulation for devoted Shakespeare fans.

A telecourse includes readings, interaction with expert faculty, and tests designed to measure and expand the individual's understanding of the subject.

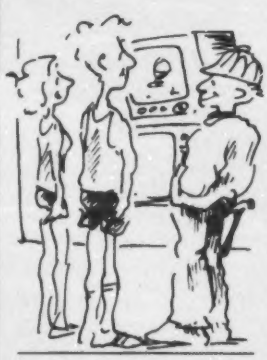
A telecourse combines the educational strengths of various teaching media:

Video "telelessons" involve students and explain with images in ways that words alone cannot.

The printed word of telecourse textbooks has force and precision.

Person-to-person dialog with telecourse "Learning Managers" offers interpretation and creative expansion.

Easy access to learning should not be confused with easy content, however. Telecourses are challenging and require personal motivation.



Spring Semester
February-June, 1980

Project Universe—Astronomy 100
Ticket #9010—3 Units

An exciting look at the history of astronomy including the constellations, solar systems and the structure of the universe. It includes a determination of time and calendars and the use of astronomical instruments. Through constant updating, this course keeps you abreast of the latest developments in the field of astronomy.* **

Introducing Biology—Biology 100
Ticket #9015—3 Units

An exiting non-lab biology for non-science majors. Introducing Biology includes a general study of the life processes with a special emphasis on health, heredity, conservation, pollution and nature appreciation. Professors Bonnie Roohk and Lloyd Smith, the on-camera talent, will be the telecourse learning managers this spring. They add another dimension to the course through extra credit assignments and visits to places of special interest.* **

Contemporary Health Issues—Health Education 100
Ticket #9040—3 Units

Contemporary Health Issues identifies and examines the major health issues of our time. It includes the advances of medical science and changes in life style over the past 50 years which have altered the health concerns confronting this country's population. It is hoped to counteract apathy, dispel myths and provide accurate information upon which to make decisions affecting individual and social health.*

Oceanus—Marine Science 100
Ticket #9065—3 Units

A brand new course, Oceanus is an orientation to the marine sciences including physical and chemical properties of the sea, the sea-air interface, the biology of the sea and the geology of the ocean basins. It approaches the sea as a physical, chemical, biological and recreational resource. An important aspect of the course is the focus on the obligation of mankind to control further contamination of the environment.*

Of Earth and Man—Geography 120
Ticket #9030—3 Units

A brand new course in the telecourse lineup which includes a study of the physical elements of geography and their integrated patterns of world distribution. There is particular attention to the earth as a planet, its structural features, land forms, oceanography, meteorological and climatological phenomena. In addition, the patterns of societal development are studied as they relate to the various geographies of the world.*

History of Mexico—History 145
Ticket #9045—3 Units

An extremely popular history course dealing with Mexican history from the pre-Columbian period to the present. It includes social, political, economic and cultural growth patterns of the Mexican nation. The emphasis is on Indian, Spanish and other European contributions to the development of Mexico. It approaches Mexican history from the Mexican viewpoint rather than the American viewpoint.* **

American Government—Political Science 180
Ticket #9075—3 Units

This course introduces you to the problems and principles of government with particular attention to the American political system at all levels. It emphasizes the human factor in politics and the realities of government at work. This course satisfies the state college requirement on the Constitution of the United States, state and local government.* **

The Growing Years—Psychology 115
Ticket #9080—3 Units

A very sophisticated course designed for parents or future parents and psychology majors. It deals with the interplay of biological factors, human interaction, social structure and other environmental forces which affect the shaping of a child from conception through adolescence.* **

The Shakespeare Plays—English 185
Ticket #9025—3 Units

An introductory course presenting a series of Shakespeare's plays depicting the histories, tragedies and comedies of Shakespeare. Staging, plotting, characterization and the use of language in Shakespeare's plays are presented within the context of selective plays. The plays will be *Hamlet*, *Richard II*, *Henry IV* (parts one and two), *Twelfth Night*, *The Tempest* and *Henry V*.* **

Applied Sketching Techniques—Art 119
Ticket #9005—2 Units

A course that reviews the fundamental elements of freehand drawing and art. It builds upon these principles to introduce more advanced techniques and concepts and helps the student develop the ability to progress to more difficult and more interesting forms of drawing. Bruce McIntyre, the television teacher, adds exciting dynamics to the course. Bruce will be the telecourse learning manager for this course.* **

Guten Tag in Deutschland—German 101
Ticket #9035—2 Units

This new telecourse is designed to acquaint you with the German language and give basic conversational skills focusing on pronunciation, diction, grammar and vocabulary development. It is designed for oral communication and would be of special interest for those planning on European vacations in the summer.* **

Humanities Through the Arts—Humanities 150
Ticket #9050—3 Units

An exciting course which surveys the human condition as seen through film, drama, music, literature, painting, sculpture and architecture. It has an emphasis on history, techniques, meaning and evaluation of individual works of western art. The course takes the student through works from all over the world and provides an opportunity to meet with some of the leading professional artists in the country.* **

The Ascent of Man—Humanities 175
Ticket #9055—3 Units

In long standing as one of the most popular telecourses ever offered by Coastline, The Ascent of Man focuses on the development of civilization, man's utilization of the material resources of the world and observations of the universe which effect the emergence of various cultures. The course uses Bronowski's famous book entitled *The Ascent of Man* with Bronowski himself providing narration throughout the course.* **

Beginning Piano—Music 120
Ticket #9070—2 Units

In its second exciting semester the beginning piano course will not have a limited enrollment. The course is designed for those people with no previous keyboard experience or previous instruction in music. It can be used as a refresher course for those who have not studied for many years. It features sight reading, playing by ear, keyboard harmony, scales and keyboard techniques. Daily practice is necessary. You should have a piano located next to the television set. The mid-term and final examinations are performance examinations with the learning manager.* **

The Home Gardener—Agriculture 118
Ticket #9000—2 Units

Just revised, The Home Gardener describes the best techniques for growing plants including turf, flowers, trees, shrubs, herbs and vegetables. John Lenanton, the host, assisted in the revisions of the course to bring it up-to-date and added new perspectives to preparing the home garden.*
Transferable to the California State College and University system.

Personal Finance—Business 120
Ticket #9020—3 Units

In this era of sky rocketing inflation and reduced buying power, people are more than ever aware of the value of their dollars. Personal Finance covers various aspects of individual financial needs for financial planning covering work and income, spending and budgeting, taxes, credit and its use, housing, insurance, investments, retirement and estate planning.*

Designing Home Interiors—Interior Environment 100
Ticket #9060—3 Units

The principles of interior designing/decorating are applied to the planning of interiors to satisfy individual and family needs, values and life styles. The emphasis is placed on the selection of home furnishings including the analysis of traditional, transitional and current adaptions as well as contemporary designs in furniture, wall coverings, floor coverings, lighting accessories, fabrics, efficient floor planning and furniture arrangement.* **

*Transferable to the California State College and University system.
**Transferable to the University of California system.

Telecourse Play Schedule

COURSE	DAY	TIME	STATION	START DATE
The Home Gardener Agriculture 118	T, TH	5-5:30 p.m.	KOCE 50	Feb. 12
	SAT	5-6:00 p.m.	KOCE 50	Feb. 16
	F, SAT	6-6:30 a.m.	KTTV 11	Feb. 8
Applied Sketching Art 119	M, W	4:30-5 p.m.	KOCE 50	Feb. 11
	SAT	1-2:00 p.m.	KOCE 50	Feb. 16
Project: Universe Astronomy 100	M, W, F	5-5:30 p.m.	KOCE 50	Feb. 11
	SUN	3:30-5 p.m.	KOCE 50	Feb. 17
Introducing Biology Biology 100	T, TH	4:30-5 p.m.	KOCE 50	Feb. 5
	SUN	2:30-3:30 p.m.	KOCE 50	Feb. 10
Personal Finance Business 120	T, TH	6-6:30 a.m.	KNXT 2	Feb. 5
Of Earth and Man Geography 120	T, TH	6-6:30 p.m.	KOCE 50	Feb. 12
	SUN	5-6:00 p.m.	KOCE 50	Feb. 17
Contemporary Health Issues Health Ed 100	M, W, F	6-6:30 a.m.	KABC 7	Feb. 4
	M, W, F	3-3:30 p.m.	KCET 28	Feb. 11
Designing Home Interiors Interior Environments 100	T, TH	5:30-6 p.m.	KOCE 50	Feb. 12
	SAT	3-4:00 p.m.	KOCE 50	Feb. 16
History of Mexico History 145	M, W, F	3:30-4 p.m.	KCET 28	Feb. 4
Humanities Through The Arts Humanities 150	M, W	5:30-6 p.m.	KOCE 50	Feb. 11
	SAT	4-5:00 p.m.	KOCE 50	Feb. 16
The Shakespeare Plays English 185	W	7:30 p.m.	KOCE 50	Feb. 27
	W	8:00 p.m.	KCET 28	Feb. 27
	(Feb. 27, Mar. 12, Mar. 26, April 9, April 23, May 7, May 21 for both KOCE and KCET)			
	SUN		KCET 28	Mar. 2
Oceanus Marine Science 100	M, W	6-6:30 p.m.	KOCE 50	Feb. 11
	SAT	2-3:00 p.m.	KOCE 50	Feb. 16
	T, TH	6-6:30 a.m.	KABC 7	Feb. 5
	T, TH	3:30-4 p.m.	KCET 28	Feb. 12
Intro to Piano Music 120	M, W	4-4:30 p.m.	KOCE 50	Feb. 4
	SAT	12:30-1 p.m.	KOCE 50	Feb. 9
	SUN	2-2:30 p.m.	KOCE 50	Feb. 10
American Government Political Science 180	M, W	6-6:30 a.m.	KTTV 11	Feb. 4
	T, TH	3-3:30 p.m.	KCET 28	Feb. 12
The Growing Years Psychology 115	T, TH	4-4:30 p.m.	KOCE 50	Feb. 12
	SUN	1-2:00 p.m.	KOCE 50	Feb. 17
Guten Tag in Deutschland German 101	SAT	2:30-3:30 p.m.	KCET 28	Feb. 2
Ascent of Man Humanities 175	F	9-10:00 p.m.	KCET 28	Feb. 15
	SUN	6-7:00 p.m.	KCET 28	Feb. 17

QUESTIONS AND ANSWERS

What do I do if I miss a broadcast of my class?
Many of the programs are scheduled for more than one viewing time during each week. You can watch the program at an alternate broadcast time. If this is not possible, there are videotapes of most of the telecourses at Orange Coast College (Media Center), Golden West College (Media Center), Huntington Beach Central Library (Reference Desk), and Bayview Learning Center. They will also soon be available at the libraries in Seal Beach and Newport Beach.

How soon will I receive results of my exams?
You will receive your exam results approximately two weeks after the exam is taken.

How can I improve my grade?
Extra credit work is a good way for improving a grade. Most courses offer this option. Check with your learning manager.

How do I get in touch with my instructor?
With your orientation packet you will receive your instructor's office hours and phone number. Keep these materials so that you can call your instructor if you do have a question regarding course content or want to make an appointment to meet with your instructor.

What is my instructor's background?
The instructors for telecourses have the same credentials as other college instructors and are specialists in their respective fields.

BOOK~ STORE

Books for telecourses and the other Independent Study courses are available from the Coastline Community College Bookstore. The bookstore is located at 18806 Brookhurst St. (between Ellis and Garfield), Fountain Valley. Phone 964-1588. Hours during the first two weeks in February (Feb. 4 to Feb. 16) are Monday to Friday, 9 a.m. to 9 p.m.; Saturday, 10 a.m. to 5 p.m.

Books are also available by mail order. A form is included in course orientation materials sent to all students with registration confirmation.

REGIS~ TRATION INFOR~ MATION

You can register for a telecourse if you are 18 or older, if you are a high school graduate (with special permission of high school officials, juniors and seniors may attend), and if you live in the Coast Community College District. To register, complete the form on this page, check off the courses in which you wish to enroll and mail to:
Telecourse Admissions
Coastline Community College
10231 Slater Avenue
Fountain Valley, CA 92708

Within 10 days, you should receive an orientation packet including updated broadcast times (for telecourses), information about your instructor, weekly quizzes and additional course information. If you have not received the packet by that time, call the Coastline "Coordinated Instructional Systems and Services" (CISS) office at 963-0811. The last day to register is March 14.

CUT OUT FORM BELOW TO REGISTER

Coastline I.D. Number
Leave Blank if Unknown

COASTLINE COMMUNITY COLLEGE
REGISTRATION
10231 Slater Avenue
Fountain Valley, California 92708

PLEASE PRINT

1. NAME _____ (Last / First / M.I) 2. _____ (List Prior Names Used)
3. BIRTHDATE _____ (Month / Day / Year / Age) 4. BIRTHPLACE _____ (City / State)
5. CURRENT ADDRESS OF RESIDENCE _____ (Number & Street / Apt. No. / City / Zip / Phone)
6. WHEN DID YOUR PRESENT STAY IN CALIFORNIA BEGIN? _____ (Month / Day / Year)
7. UNITED STATES CITIZEN? ☐ Yes ☐ No IF NO, TYPE OF VISA HELD _____ DATE ISSUED _____
8. ARE ANY OF THE FOLLOWING IN THE ACTIVE MILITARY? ☐ Self ☐ Spouse ☐ Parent ☐ None
9. 1. ☐ MALE 2. ☐ FEMALE 10. HIGHEST GRADE COMPLETED: CIRCLE ONE
7 8 9 10 11 12 13 14 AA BA MA PhD
11. 19____YEAR OF HIGH SCHOOL GRADUATION OR LAST DATE ATTENDED IF STILL ATTENDING, ANTICIPATED YEAR OF GRADUATION
12. INDICATE HIGH SCHOOL STATUS: CHECK ONE
1. ☐ H.S. Diploma
2. ☐ No Diploma
3. ☐ G.E.D.
4. ☐ Certificate of Proficiency
5. ☐ Certificate of H.S. Proficiency Exam
6. ☐ Certificate of Completion
7. ☐ Foreign Diploma
13. HIGH SCHOOL ATTENDED(ING) _____ (Name / City / State)
14. COLLEGE LAST ATTENDED _____ (Name / City / State)
15. DEGREE PLANS: CHECK ONE 1. ☐ AA 2. ☐ BA 3. ☐ AA & BA 4. ☐ None
16. TRANSFER PLANS: 1. ☐ Non-Transfer 2. ☐ Four-Year College or University
17. MAJOR CODE _____ MAJOR WHILE ATTENDING COASTLINE (See back of form for major code)
18. ETHNIC BACKGROUND: CHECK ONE
1. ☐ American Indian or Alaskan Native
2. ☐ Asian or Pacific Islander
3. ☐ Black
4. ☐ White
5. ☐ Hispanic
6. ☐ Filipino
7. ☐ Other
8. ☐ Decline to State
19. I CERTIFY ALL INFORMATION IS CORRECT. FALSIFICATION OF INFORMATION OR FAILURE TO REPORT CHANGES IN RESIDENCY MAY RESULT IN DISMISSAL.

_____ (Signature / Date)

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Enroll me in:

TELECOURSES
- ☐ American Government
- ☐ Applied Sketching
- ☐ Ascent of Man
- ☐ Contemporary Health Issues
- ☐ Designing Home Interiors
- ☐ Guten Tag in Deutschland
- ☐ History of Mexico
- ☐ Humanities Through The Arts
- ☐ Introducing Biology
- ☐ Of Earth and Man
- ☐ Oceanus
- ☐ Personal Finance
- ☐ Project Universe
- ☐ The Growing Years
- ☐ The Home Gardener
- ☐ The Shakespeare Plays
- ☐ Introduction to Piano

ACCESS COURSES
- ☐ A Drama of Child Development
- ☐ Fundamental Concepts of Mathematics
- ☐ Introduction to Business

COURSE BY NEWSPAPER
- ☐ Energy and the Way We Live

SELF-PACED COURSES
- ☐ Improving Supervisory Performance
- ☐ Management-Minded Supervision

INDEPENDENT STUDY COURSES
- ☐ Intermediate Algebra
- ☐ Trigonometry

COURSE BY RADIO
- ☐ Topic Music—An Appreciation of Music

ABOUT COASTLINE

Coastline Community College is one of three colleges in the Coast Community College District. Just as its sister colleges, Orange Coast and Golden West, Coastline is a fully accredited comprehensive community college. Unlike the other two colleges, Coastline has no physical campus. The college offers 1,400 classes in more than 600 subjects at more than 100 locations throughout a 105-square mile area running from Newport Beach to Seal Beach, inland to Westminster and Garden Grove, and including Huntington Beach, Costa Mesa and Fountain Valley. The college also offers adult learners educational opportunities through Independent Study. During the fall 1979 semester, Coastline enrolled more than 25,000 students.

COASTLINE COMMUNITY COLLEGE

IMPORTANT INFORMATION - DO NOT TOSS

SAMPLE LETTER

COASTLINE COMMUNITY COLLEGE

Bernard J. Luskin, President

10231 SLATER AVE., FOUNTAIN VALLEY, CALIFORNIA 92708 (714) 963-0811

ORIENTATION LETTER

February 1978
Letter Number 1

To: Student of THE GROWING YEARS, Psychology 115, Ticket #345

From: Mrs. Glenda Riddick and Dr. James Pugh,
Telecourse Learning Managers

Welcome to the televised course "The Growing Years." This letter provides you with the course requirements and indicates what you need to do to successfully complete the course. It contains important information, so please keep it handy for reference throughout the course. Please read this very carefully today.

COURSE OBJECTIVES

Six general objectives have been specified for the course. Specific instructional objectives for each of the thirty learning units will be included in the study guide. By the end of the prescribed study course learners should be able to:

1. Recognize genetic, biological, environmental, and socio-cultural influences on development.
2. Identify and discuss some of the most important aspects of normal physical, mental, and personality development.
3. Relate child development research and theory to real-life situations.
4. Recognize the diversity of approaches in child development research and theory.
5. Distinguish between the popular conceptions of rigid developmental stages and the actual flexibility that occurs in the developmental process.
6. Demonstrate openness and objectivity toward issues, theories, and orientations in child development.

BOARD OF TRUSTEES
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Norman E. Watson

COURSE MATERIALS

1. Textbook

A Child's World: Infancy Through Adolescence — $16.60 plus tax
by Diane E. Papalia and Sally Wendkos Olds
Publisher: McGraw-Hill Book Company

A Child's World is one of the most widely used child development textbooks in higher education institutions in the United States. Noted for its clear, informative writing, the text reviews recent research in the field and presents concepts in an understandable fashion. It examines physical, mental, and personality development in infancy, the preschool years, the middle years and adolescence, taking a non-sexist, non-racist approach to the material.

2. Study Guide

The Growing Years: A Study for the Televised Course — $6.95 plus tax
by Philip Kaushall and Kiki Skagen
Publisher: McGraw-Hill Book Company

The study guide is designed to assist students in viewing the programs. It integrates the video portion with the textbook, suggests study activities, and provides additional material on specific topics and issues. The chapter order parallels the TV programs.

3. One IBM Electrographic pencil

All course materials can be purchased at the Coastline Community College Bookstore.

Coastline Community College Bookstore
18806 Brookhurst Street
Fountain Valley, CA 92708
Phone: (714) 964-1588
Located in the Fountain Plaza Shopping Center
(between Garfield and Ellis)

EXTENDED HOURS: Monday through Friday - 9:00 a.m. - 9:00 p.m.
FEB. 6 - 18 Saturday - 9:00 a.m. - 5:00 p.m.

REGULAR HOURS: Monday through Friday - 11:00 a.m. - 7:00 p.m.

If you have not yet purchased the required materials, you should do so as soon as possible, as these materials are essential to your completion of the course.

NOTE: Text and study guide purchased together shrink wrapped will cost $20.00 plus tax.

COURSE REQUIREMENTS

The course requirements have been carefully designed to encourage maximum learning. All aspects of this course are equivalent to an on-campus course including: content covered, type of learning experiences, amount of learning activities and demand on students' time. Television students, however, complete the majority of their required experiences in their homes rather than in three hours of on-campus meetings per week.

1. READ THE TEXTBOOK. This is the main source of the course content you are to learn and on which you will be tested.

2. VIEW THE TELEVISED PROGRAMS. Each 30-minute program has been designed to illustrate and to enrich the concepts which you are reading about in the textbook. You will learn the most from the programs by using the television lesson viewing guides provided in the study guide and by reading the assigned chapters before viewing the programs. A listing of the playout dates and times for all programs is attached to this letter.

   If you do miss a television program, videotapes of any program can be viewed by visiting the Media Centers at Golden West College, Orange Coast College, or Huntington Beach Public Library. See your resource sheet for addresses, etc. Please note that only two tapes may be requested at one sitting and tapes will not be checked out one-half hour prior to closing time.

3. USE YOUR STUDY GUIDE. At the beginning of the study guide are the directions on how to use this study aid. These directions will help you use the study guide most effectively. At the end of each unit there are study questions to explore general concepts. Questions directed more toward the specific course objectives will be found in your at-home quizzes.

4. OBSERVATIONS of children in real life at three different developmental stages are required for credit for this course: You will observe an infant, a preschooler and an elementary school child. Please contact one of us if you have no access to children in these age groups. (A follow-up letter will explain this assignment more fully.)

5. READ CURRENT ARTICLES. Four outside readings relevant to child development, from periodocals, newspapers or books are required. Short one to two paragraph summaries and reactions are to be submitted for credit. Additional information and forms for the observations and reading assignments, including due dates and return envelopes, will be mailed to you in about two weeks.

6. AT-HOME QUIZZES. Complete and mail in the at-home quizzes. There are seven at-home quizzes with 20 questions each. These will provide feedback on how well you are mastering the course content. Each quiz which you complete and mail in will be processed by computer and feedback will be mailed to you within a week. The feedback for each quiz will tell you which quiz questions you missed and what the correct answer should have been. Also, for each quiz question you miss you will receive a prescription of what to study in the text or telelessons to master the material covered by the missed question. The feedback you receive will help you prepare for the midterm and final. The quizzes are worth grade credit also. (See grading scale for specific weight of each class assignment.)

7. COURSE EXAMS. The midterm exam will consist of 100 multiple-choice questions. The exam questions will be similar to the quiz questions. All exam questions will be based on the text, study guide or television programs. The midterm will cover lessons 1-14. The final will consist of 100 multiple-choice questions and will be comprehensive (including lessons 1-30).. Please bring your IBM Electrographic pencil to the midterm and final exams.

The midterm will be given at the following times and places. You may attend either session:

Date:	Friday, April 14, 1978		Saturday, April 15, 1978
Time:	5:00 - 8:30 p.m.	OR	10:00 a.m. - 2:00 p.m.
Place:	To Be Announced		To Be Announced

The final exam will be given at the following times and places. You may attend either session:

Date:	Friday, June 9, 1978		Saturday, June 10, 1978
Time:	5:00 - 8:30 p.m.	OR	10:00 a.m. - 2:00 p.m.
Place:	To Be Announced		To Be Announced

You are required to take the course examinations at the times and place indicated. Exceptions may be made if you contact one of the learning managers at least one week prior to the exams. Your score on the midterm will be mailed to you approximately two weeks following the exam.

If you are a handicapped person and cannot attend the on-site examinations, please contact Telecourse Operations at Coastline Community College, 963-0811, Ext. 231 or 233, and we will provide a proctor to administer the exam to you at your home.

POLICIES AND RESOURCES

The following activities and services are available to you as a means of assisting you in maximizing your learning and in successfully completing the course. Studies show that students who utilize these resources have the greatest success. We encourage you to make full use of the resources listed below.

1. Learning Manager Hours

   If you need information or assistance with the course content, please contact either of us by telephone. We will be available to receive calls or to meet with you during the following office hours:

   Learning Manager: Glenda Riddick Office Phone Number: 968-1623

   Hours: Monday, 2:00 - 5:00 p.m.
   Friday, 2:00 - 5:00 p.m.

   Learning Manager: James Pugh Office Phone Number: 968-1623

   Hours: Wednesday, 7:00 - 9:00 a.m.
   Early hours are provided for the early birds.

   If you cannot call or come in during these office hours, call and give the telephone answering machine your name and phone number and indicate when it is most convenient for your call to be returned.

   NOTE: Questions not pertaining to course content may be answered by the Telecourse Operations Office at (714) 963-0811, Ext. 231 or 233 during the hours of 8:00 a.m. to 5:00 p.m., Monday through Friday.

2. Media Center Locations and Hours

   Golden West College Library (Located directly across from College
   1577 Golden West Street Bookstore and Student Center. Parking
   Huntington Beach 92647 off Gothard Street)

   (714) 892-7711, Ext. 655/6 or 892-0058

   HOURS: Monday through Thursday - 7:30 a.m. - 10:00 p.m.
   Friday - 7:30 a.m. - 5:00 p.m.
   Saturday and Sunday - 1:00 p.m. - 4:00 p.m.

(Continued on next page)

Orange Coast College Library (Located next to gym off Fairview)
Fourth Floor
2701 Fairview Road
Costa Mesa 92626

(714) 556-5873

HOURS: Monday through Thursday - 9:00 a.m. - 8:00 p.m.
Friday - 9:00 a.m. - 5:00 p.m.

Huntington Beach Public Library
7111 Talbert
Huntington Beach 92647

(714) 536-5484

HOURS: Monday - 1:00 p.m. - 9:00 p.m.
Tuesday through Thursday - 9:00 a.m. - 9:00 p.m.
Friday and Saturday - 9:00 a.m. - 5:00 p.m.

3. Orientation Meeting

You may attend an orientation meeting on Friday, February 24, 7:00 - 9:00 p.m., or Saturday, February 25, 10:00 a.m. - 12 noon, at Fountain Valley High School, Rooms 130-132.

You are not required to attend but you will have an opportunity to meet the learning managers and ask any specific questions about the course at this meeting.

4. Review Sessions

You may attend the review/discussion sessions. At these sessions we will discuss and review the course assignments, and prepare you for the midterm and final examinations. You are not required to attend, but we encourage you to do so as they will be helpful to you. Following are the dates and times and places of the review sessions.

Midterm Review Session:

Date:	Friday, April 7, 1978		Saturday, April 8, 1978
Time:	7:00 - 9:00 p.m.	OR	10:00 a.m. - 12 noon
Place:	To Be Announced		To Be Announced

Final Review Session:

Date:	Friday, June 2, 1978		Saturday, June 3, 1978
Time:	7:00 - 9:00 p.m.	OR	10:00 a.m. - 12 noon
Place:	To Be Announced		To Be Announced

Students receiving veterans benefits are required to attend the review sessions.

GRADING

In this course you have the option of receiving a letter grade or credit/no credit. You will be asked your decision as to your receiving a letter grade or the credit/no credit option at the time of the final. You should note, however, that credit (CR) is not the equivalent of any letter grade. A CR protects the grade point average (GPA) for those students desiring general education experiences outside their major, and should be avoided as a substitute for a letter grade in a major field of study. Students are cautioned that some four-year institutions place a limit on the number of units acceptable with a CR designation rather than a letter grade. Coastline Community College assigns letter grades of A, B, or C only.

Grading Scale - Below is a breakdown of the grading system to be used for "The Growing Years" course.

3 Observations (20 points each)	-	possible 60 points
4 Outside Readings (10 points each)	-	possible 40 points
7 Quizzes (20 points each)	-	possible 140 points
Midterm Examination	-	possible 100 points
Final Examination	-	possible 100 points
Total points possible		440 points

400-440	=	A
360-399	=	B
320-359	=	C
319 and under	=	No Credit

If you are not satisfied with your score on the tests, homework, etc., and want to earn bonus points, you may do any of the following for a maximum of 100 bonus points: book report, research paper, adolescent interview.

WITHDRAWALS FROM COURSES

Upon entering Coastline Community College the student assumes the responsibility of completing each course in which he or she is registered. Withdrawal is not an automatic process. If it becomes necessary to withdraw from a course, it is the student's responsibility to officially notify the Admissions, Guidance and Information Services Office, by calling (714) 963-0824, prior to the day of the final test in the respective class. If you do not complete the final examination, and do not withdraw by the day before the final examination you you will receive a grade of "No Credit" for the course. A student who receives any combination of "No Credit" grades in more than one-half of all units attempted at Coastline Community College will have earned "unsatisfactory progress" status. Review of students' progress is made at each 15 units increment. Should 8 of each 15 units increment show "No Credit," the student's progress will be identified as "unsatisfactory."

Veterans who drop below the required number of units will lose partial subsistence.

We hope your experience with THE GROWING YEARS will be a rewarding and meaningful one. This course is designed to help ensure your success. If you will do the assignments and fully utilize the learning resources, you can successfully complete the course and earn three college units. If you need help or have questions, please contact me.

Sincerely,

James Pugh

Dr. James Pugh
Telecourse Learning Manager

Glenda Riddick

Mrs. Glenda Riddick
Telecourse Learning Manager

JP/GR:pk
Enclosures: Telecourse Broadcast Schedule, including course assignments, test Bank, Quiz cards, return envelopes

THE GROWING YEARS

ASSIGNMENT SHEET

Program Number/Title	Text Pages	Study Guide	Due Date Quizzes	Written Assignments
1 Introduction		Chapter 1		
2 Studying Children	1-29	Chapter 2		
3 Heredity and Environment	67-97	Chapter 3		
4 Prenatal Development	33-65	Chapter 4	March 10	Quiz 1
5 The Newborn	93-139	Chapter 5		
6 The Growing Infant	141-167	Chapter 6		
7 The Learning Infant	169-188	Chapter 7		
8 Beginning Language	189-196	Chapter 8	March 24	Quiz 2
9 The Emerging Personality	215-255	Chapter 9		
10 Individual Differences	228-233, 244-246 Review 138 Review 198	Chapter 10		
11 Preschool Physical Development	259-271	Chapter 11		
12 Nutrition	51-54 130-132, 204-205	Chapter 12	April 6	Quiz 3

NOTE: QUIZZES 1-3 MUST BE SUBMITTED BEFORE THE MIDTERM REVIEW
MIDTERM REVIEW, APRIL 8 AND OR APRIL 8 (You may attend either or both sessions)
(times and places to be announced in another letter)

13 Preschool Mental Development	Review 172 273-285 412-419	Chapter 13		
14 Developing Language Skills	296-307	Chapter 14		

MIDTERM EXAMINATION:

Infant and Pre-school Observations

Two readings

Fri., April 14: 5:00-8:00 p.m., Fountain Valley High School Cafeteria
Sat., April 15: 10 a.m.-2 p.m., Fountain Valley High School Cafeteria

Program Number/Title	Text Pages	Study Guide	Due Date Quizzes	Written Assignments
15 Preschool Personality	Review 267-269, 333-350, 363-381	Chapter 15		
16 Social Stereotyping	343-362, 512-517	Chapter 16	April 24	Quiz 4
17 Child's Play	322-239	Chapter 17		
18 The Preschool Experience	285-296, 523-526	Chapter 18		
19 The Child's Mind, Part I	411-422, 461-471	Chapter 19	May 8	Quiz 5
20 The Child's Mind, Part II	437-440, 448-476	Chapter 20		
21 Aspects of Intelligence	307-332, 440-448	Chapter 21		
22 The Child's Personality	481-512	Chapter 22		
23 Moral Development	422-437	Chapter 23	May 21	Quiz 6
24 Aspects of Socialization	467-471, 518-520 526-533	Chapter 24		
25 Childhood to Adolescence	387-409, 537-561	Chapter 25		
26 Adolescent Personality Development	571-574, 579-627	Chapter 26		
27 Adolescent Mental Development	561-567	Chapter 27	June 5	Quiz 7
28 Children in Families	517-582, 574-579	Chapter 28		
29 Adolescence to Adulthood		Chapter 29		
30 Conclusion		Chapter 30		

FINAL REVIEW, JUNE 2 AND/OR JUNE 3 (You may attend either or both sessions. Times and places to be announced in another letter)

Elementary Child Observation.

Two readings.

FINAL EXAMINATION:

Fri., June 9: 5:00-8:00 p.m., Fountain Valley High School Cafeteria
Sat., June 10: 10 a.m.-2 p.m., Fountain Valley High School Cafeteria

BROADCAST SCHEDULE
THE GROWING YEARS
Spring, 1978

PROGRAM NUMBER & TITLE		CHANNEL 50 DAY, DATE	TIME
1	Introduction	Mon., Feb. 13	8:30 a.m.
1		*Tues., Feb. 14	6:30 p.m.
2	Studying Children	Wed., Feb. 15	8:30 a.m.
2		*Thurs., Feb. 16	6:30 p.m.
1		*Sun., Feb. 19	3:00 p.m.
2		*Sun., Feb. 19	3:30 p.m.
3	Heredity & Environ.	Mon., Feb. 20	8:30 a.m.
3		*Tues., Feb. 21	6:30 p.m.
4	Prenatal Development	Wed., Feb. 22	8:30 a.m.
4		*Thurs., Feb. 23	6:30 p.m.
3		*Sun., Feb. 26	3:00 p.m.
4		*Sun., Feb. 26	3:30 p.m.
5	The Newborn	Mon., Feb. 27	8:30 a.m.
5		*Tues., Feb. 28	6:30 p.m.
6	The Growing Infant	Wed., Mar. 1	8:30 a.m.
6		*Thurs., Mar. 2	6:30 p.m.
5		*Sun., Mar. 5	3:00 p.m.
6		*Sun., Mar. 5	3:30 p.m.
7	The Learning Infant	Mon., Mar. 6	8:30 a.m.
7		*Tues., Mar. 7	6:30 p.m.
8	Beginning Language	Wed., Mar. 8	8:30 a.m.
8		*Thurs., Mar. 9	6:30 p.m.
7		*Sun., Mar. 12	3:00 p.m.
8		*Sun., Mar. 12	3:30 p.m.

PROGRAM NUMBER & TITLE		CHANNEL 50 DAY, DATE	TIME
9	The Emerging	Mon., Mar. 13	8:30 a.m.
9	Personality	*Tues., Mar. 14	6:30 p.m.
10	Individual Differences	Wed., Mar. 15	8:30 a.m.
10		*Thurs., Mar. 16	6:30 p.m.
9		*Sun., Mar. 19	10:00 a.m.
10		*Sun., Mar. 19	10:30 a.m.
1*		*Mon., Mar. 20	8:30 a.m.
2*		*Tues., Mar. 21	6:30 p.m.
3*		*Wed., Mar. 22	
4*		*Thurs., Mar. 23	6:30 p.m.
5*		*Sun., Mar 26	3:00 p.m.
6*		*Sun., Mar 26	3:30 p.m.
11	Preschool Physical Dev.	Mon., Mar 27	8:30 a.m.
11		*Tues., Mar. 28	6:30 p.m.
12	Nutrition	Wed., Mar. 29	8:30 a.m.
12		*Thurs., Mar. 30	6:30 p.m.
11		*Sun., Apr. 2	3:00 p.m.
12		*Sun., Apr. 2	3:30 p.m.
13	Preschool Mental Dev.	Mon., Apr. 3	8:30 a.m.
13		*Tues., Apr. 4	6:30 p.m.
14	Developing Lang. Skills	Wed., Apr. 5	8:30 a.m.
14		*Thurs., Apr. 6	6:30 a.m.
13		*Sun., Apr. 9	3:00 p.m.
14		*Sun., Apr. 9	3:30 p.m.

*Denotes repeat telecast

PROGRAM NUMBER & TITLE	CHANNEL 50 DAY, DATE	TIME
15 Preschool Personality	Mon., Apr. 10	8:30 a.m.
15	*Tues., Apr. 11	6:30 p.m.
16 Social Stereotyping	Wed., Apr. 12	8:30 a.m.
16	*Thurs., Apr. 13	6:30 p.m.
15	*Sun., Apr. 16	3:00 p.m.
16	*Sun., Apr. 16	3:30 p.m.
17 Child's Play	Mon., Apr. 17	8:30 a.m.
17	*Tues., Apr. 18	6:30 p.m.
18 The Preschool Experience	Wed., Apr. 19	8:30 a.m.
18	*Thurs., Apr. 20	6:30 p.m.
17	*Sun., Apr. 23	3:00 p.m.
18	*Sun., Apr. 23	3:30 p.m.
19 The Child's Mind,	Mon., Apr. 24	8:30 a.m.
19 Part I	*Tues., Apr. 25	6:30 p.m.
20 The Child's Mind,	Wed., Apr. 26	8:30 a.m.
20 Part II	*Thurs., Apr. 27	6:30 p.m.
19	*Sun., Apr. 30	3:00 p.m.
20	*Sun., Apr. 30	3:30 p.m.
21 Aspects of	Mon., May 1	8:30 a.m.
21 Intelligence	*Tues., May 2	6:30 p.m.
22 The Child's Personality	Wed., May 3	8:30 a.m.
22	*Thurs., May 4	6:30 p.m.
21	*Sun., May 7	3:00 p.m.
22	*Sun., May 7	3:30 p.m.

*Denotes repeat telecast

PROGRAM NUMBER & TITLE	CHANNEL 50 DAY, DATE	TIME
23 Moral Development	Mon., May 8	8:30 a.m.
23	*Tues., May 9	6:30 p.m.
24 Aspects of	Wed., May 10	8:30 a.m.
24 Socialization	*Thurs., May 11	6:30 p.m.
23	*Sun., May 14	3:00 p.m.
24	*Sun., May 14	3:30 p.m.
25 Childhood to	Mon., May 15	8:30 a.m.
25 Adolescence	*Tues., May 16	6:30 p.m.
26 Adolescent Personality	Wed., May 17	8:30 a.m.
26 Development	*Thurs., May 18	6:30 p.m.
25	*Sun., May 21	3:00 p.m.
26	*Sun., May 21	3:30 p.m.
27 Adolescent Mental	Mon., May 22	8:30 a.m.
27 Development	*Tues., May 23	6:30 p.m.
28 Children in Families	Wed., May 24	8:30 a.m.
28	*Thurs., May 25	6:30 p.m.
27	*Sun., May 28	3:00 p.m.
28	*Sun., May 28	3:30 p.m.
29 Adolescence to	Mon., May 29	8:30 a.m.
29 Adulthood	*Tues., May 30	6:30 p.m.
30 Conclusion	Wed., May 31	8:30 a.m.
30	*Thurs., Jun. 1	6:30 p.m.
29	*Sun., Jun. 4	3:00 p.m.
30	*Sun., Jun. 4	3:30 p.m.

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THE WHAT'S NEWS LETTER

A publication for Coastline Community College students in Coordinated Instructional System (CIS) courses

Volume 1
Number 1

Telecourse changes ideas of traditional instructors

Bonnie Roohk and Lloyd Mason Smith find TV picture is worth thousands of words

The transformation seemed almost as mystical as the metamorphosis of a caterpillar to a butterfly.

Two very traditional and committed classroom instructors were asked to write and host a telecourse on introductory biology. With some reservations, Bonnie Roohk and Lloyd Mason Smith agreed.

Their two-year-long experience changed their conventional instructional outlook. Now both are completely convinced of the efficacy of television as a teaching medium. In their classrooms, both now are using techniques learned in the filming of the series. Both have discovered that a picture—or rather moving pictures—are worth *thousands* of words.

One 30-second film clip on the division of a cell demonstrates a biological phenomenon that requires nearly an hour of classroom explanation, admitted Bonnie. The level of understanding after a student sees the film is significantly higher than after 50 minutes of speech and blackboard diagrams.

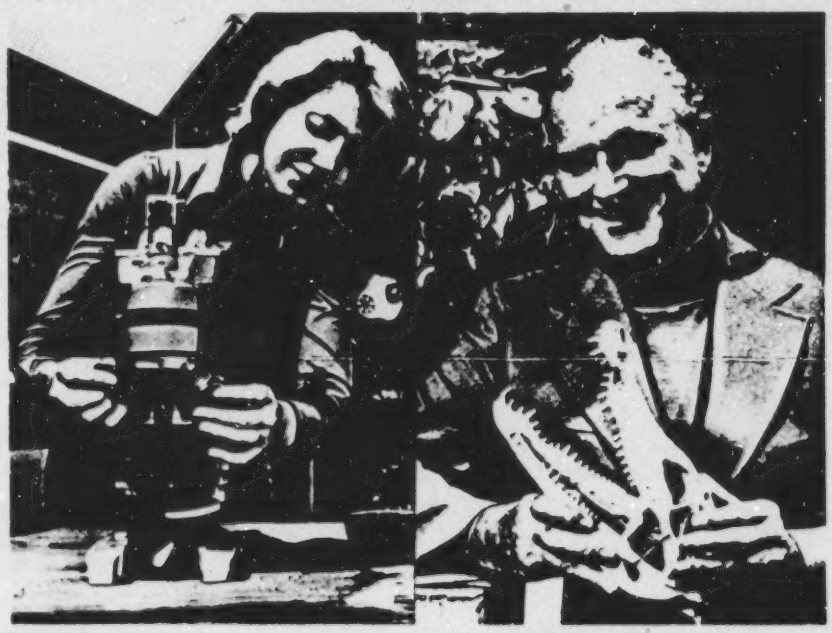
Both Bonnie and Lloyd appear on camera, though most frequently it is their voices which are heard throughout the 36-part telecourse.

Each was selected to cohost the course due to his/her wealth of instructional and practical experience, Bonnie in clinical and Lloyd in field biology.

Bonnie and Lloyd co-authored the course textbook, "Introducing Biology," which was edited by Coastline Community College telecourse editor Louise Hewitt and education writer Valerie Lee.

Bonnie received her MA degree in Human Physiology in 1970 from the University of California, Davis. Since 1971, she has been teaching Human Anatomy and Physiology, as well as Pharmacology, General Biology and Microbiology at Golden West College. She also has done supportive research at U.C. Davis and has worked in medical laboratories as a technician.

Lloyd Mason Smith enjoys a most varied career. Upon earning his Master's degree in 1939 with a focus in Vertebrate Zoology, Anatomy and Anthropology, he founded the Palm Springs Desert Museum, was the public relations director of the San Diego Zoo and editor of its "Zoonooz," was an independent producer of live-action segments for Walt Disney Productions. In 1956, he joined the teaching staff at Orange Coast College, to teach Zoology and Biology as well as History of Biology and Natural History of Baja, California.



"Introducing Biology" instructors

Bonnie Roohk and Lloyd Mason Smith are Coastline "learning managers" for the telecourse in which both star on camera. As co-creators of the biology course, both gained new appreciation for CIS instruction.

Student profile

Gwen Malone, an avid telecourse student

Has she got drive!

At 22, Gwen Malone is a successful Newport Beach real estate salesperson only one year away from her broker's license. She's also an energetic telecourse student at Coastline who is about to earn her AA degree in Real Estate. From there, where? Gwen says to gather in a BA in business. And then the world.

The part blonde currently is enrolled in two telecourses, "Humanities Through the Arts" and "Introducing Biology," as well as in the course by newspaper.

What Gwen likes about TV, she says, is the convenience and flexibility of the teaching medium. She was "discovered" for this profile by Coastline staff as she was taping the final preview program of "Humanities . . ." so that she could play it back on her personal video cassette in her Balboa Island home.

"This is the best way for me," she averred, "since I'm so often showing property during broadcast times."

Gwen is especially high on the biology course and appreciates its accuracy, which was affirmed by a good friend of hers—a professor of medicine specializing in endocrinology at U.C. Irvine—who happened to view several programs with her.

Gwen Malone
Telecourse student

Upon completion of the semester, Gwen expects to take a Caribbean cruise for some needed rest and recreation and possibly the discovery of some new real estate clients.

An editorial

A special newsletter for special people

This is the first issue of the What's News Letter, a special publication just for the special people who are students in Coastline Community College's Coordinated Instructional Systems (CIS) courses.

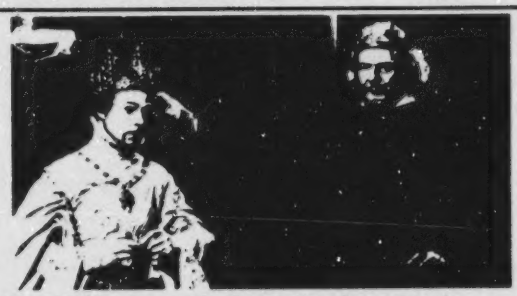
These courses are diverse in content—ranging from Shakespeare, to Biology, to Designing Home Interiors, to Business Management and Consumer Education—and in the media used. As CIS students you too are diverse in your interests, lifestyles, and educational goals. One thing held in common by all CIS students, however, is that you are learning "at a distance" through a coordinated system of media and interaction with college faculty members.

The advantages to this system are many and probably are part of the reason you chose a CIS course instead of or in addition to classroom instruction. Flexibility, scheduling, privacy, convenience and special interest are all reasons for taking a CIS course.

The What's News Letter is our way of adding to that list of benefits a new degree of social interaction. Through articles about CIS students, about the faculty and the staff, and through the sharing of experiences, we hope to add an element of fraternity.

We would like to hear from you. Comments, suggestions, and experiences you have had related to distant learning are very welcome and may be published in upcoming issues of the What's News Letter if you wish.

If you think you would be a good feature subject for a What's News Letter story, you can let us know by contacting Charlanne Jelen, CIS manager, or Jack Chappell, Coastline public information officer at 963-0811.



As they have evolved, telecourses put students in the action. Here Shakespeare's plays are a prime example.

"Romeo and Juliet" is presented to telecourse students in the unique telecourse format through Coastline Community College. Rather than simply reading the Bard's plays—as is the case in most Shakespeare courses—Coastline students will see the plays as the master playwright intended.

Derek Jacobi, left, who plays the title role in the BBC production of "Richard II," is confronted by John Gielgud, who plays John of Gaunt. The play is one of six offered this year as a college credit course by Coastline Community College.

A SHORT HISTORY

Television is 20th century's "movable type," improves learning access

CIS courses combine strengths of media and aim for successful learning experience

Five hundred years ago, a German named Johannes Gutenberg began a revolution. He invented movable type for printing. This elementary development was to make books and hence knowledge available to the people. Until then books were laboriously hand-copied and were the prerogative of only the wealthy.

In twentieth century language, what Gutenberg did was "improve access to learning with new technology"—the technology of printing.

Television is the twentieth century's "movable type." Through it we are seeing the same improvement in access to learning.

What does access mean? Consider this: in writing about the new Shakespeare series, TV Guide stated flatly that when the 37-play series is completed "millions more people will have seen these new productions than have witnessed Shakespeare's plays in all the 363 years since the playwright died."

In offering a telecourse on Shakespeare, Coastline offers as well a new dimension in the study of the Bard. In most Shakespeare classes, the plays are simply read from a book. But, plays are theater, they are meant to be seen. By placing the telecourse student "in-theater" the telecourse makes available to the student the true environment for study.

The Shakespeare course is used only as one example. As an educational medium, the telecourse can bring the living world into the living room. It can transport a student from his armchair to the pyramids of Egypt, to the inside of a molecule, to the far reaches of space or to a point in history.

Educational television was born in the late-1930s. It labored under an inadequate application, however. Televised lectures were as boring as lectures in general—more so in that commercial television had acclimated the people to expect more from the medium.

What is new is the development within this decade of new direction and real capacity to use television for education.

We have come around to the realization that "knowledge is portable" and that people can learn in many different ways if they want to learn. We have come to realize that people like to learn, that it is recreation for the mind.

Telecourses began in the Coast Community College District in 1973 and since then, enrollment has reached nearly 40,000. Since then, the methods for implementing the telecourse as well as all other Coordinated Instructional Systems have been refined and re-refined all toward the goal of leading the students through a success-oriented learning experience.

BEHIND THE SCENES

CIS Operations the vital link to students learning at a distance

Office assists 4,000 students each semester in Coastline CIS courses

Here's a behind-the-scenes look at the Coordinated Instructional Systems (CIS) operations office—the vital link between the student, the instructor and the college.

The CIS office receives approximately 90 phone calls a day with most calls averaging about 5 minutes each. These calls are from students enrolled in the 12 television courses, four ACCESS video/study guide courses, two independent study supervisoral/management courses, and a newspaper course.

The CIS office is managed by Charlanne Jelen, with the assistance of Adele Hirschfield, the department secretary and office coordinator; Connie Martin, the coordinator of computer testing materials; and Beth Peer, the typist, who prepares correspondence to students.

Additionally, the department employs nine part-time student assistants who range from five teenagers to four homemakers returning to the educational system and workforce. These people are the backbone of a department developed to assist the learning-at-a-distance process for about 4,000 students each semester.

Each of the nineteen CIS courses has an instructor who holds a California Community College credential in the area of each particular course. The instructors work approximately six hours a week during which time they are available for contact with the students enrolled in their courses.

Throughout the semester there is much to do, what with preparation and mailing of individualized materials for each of the courses, reserving meeting places for review sessions and exam sessions for each of the courses, and the processing of quiz and exam grades.

Those of you involved with the CIS courses in the past have no doubt spoken with someone in the CIS office; those new to CIS courses are encouraged to contact the staff with any non-course content questions. The phone number for mailing/processing questions is (714) 963-0811, ext 231 or 233; for quiz or exam questions, (714) 963-0811, ext. 256.

Staff profile

Charlanne Jelen

It's no small task answering the needs of between 4,000 and 6,000 individuals each semester. But that is what Charlanne Jelen does—as do the 10 other members of her staff—in Coastline's Office of Coordinated Instructional Systems (CIS) Support.

Charlanne, CIS manager, makes sure that every telecourse student, every person taking a course by newspaper or the ACCESS system, receives the material necessary for everything from registration through testing. Being one of few persons in the country in this specialty, she frequently conducts workshops at the invitation of colleges nationwide to help them set up like administrative programs.

She brings to her Coastline job a wealth of experience, having worked in the evening division of OCC. And before that as an administrative assistant at William Pereira & Associates, the Bertea Corporation, and the Tournament of Roses in Pasadena where she was in training as office manager. She also worked for 10 years in the public relations department of Lockheed Corporation in Burbank, her hometown. The 38-year-old executive now resides in Fountain Valley.

Charlanne identifies two challenges currently facing her in CIS support: 1, squeezing her staff into one small room at Coastline's Slater Ave. offices while maintaining morale and efficiency, and 2, establishing a telecourse outlet system in all of the public libraries in the Coast College District so that students become independent of the open broadcast schedules. With library participation, students would be able to register for any telecourse at any time and then test for it when they feel ready to do so. This is called the Open Entry, Open Exit method.

When not on the job, Charlanne will be on the tennis court or on the slopes during winter months. She holds a bachelors degree in business from the University of Redlands, is a member of Toastmasters and the American Women's Association.

Summer school

Telecourses coming

With the sharp reduction in the number of summer school offerings this year in the Coast Community College District, TV courses are going to play an even more crucial role in today's education. Coastline president Bernard J. Luskin announced that his college plans to present at least 14 courses to satisfy general education requirements. Although they have not been selected, the courses will be announced in plenty of time for students to plan their summer programs.

SAMPLE QUESTIONNAIRE

Form A

STUDENT EVALUATION
(Course Title)

Dear Student:

We are most interested in your evaluation of your television course. We ask you to take a few moments to answer the following. Please circle the letter of the appropriate answer under each question. Many thanks.

1. How did you first learn about the television course?
   a. Picked up a brochure
   b. Class schedule
   c. Counselor
   d. Announcement read by instructor
   e. Bulletin board poster
   f. TV announcement
   g. Radio announcement
   h. Newspaper article
   i. Mail brochure
   j. Friend
   k. Other

2. How much education have you completed?
   a. Below 12th grade
   b. In 12th grade
   c. High school graduate
   d. 0-30 college units completed
   e. 31-60 college units completed
   f. Over 60 units without bachelor's degree
   g. Bachelor's degree
   h. Beyond bachelor's degree

3. If you have taken any regular on-campus college courses, how would you rate this television course in comparison to them?
   a. TV course is harder
   b. TV course is easier
   c. Both about the same difficulty
   d. I have not taken any other college courses

4. What day(s) of the week do you prefer to watch television courses?
   a. Monday
   b. Tuesday
   c. Wednesday
   d. Thursday
   e. Friday
   f. Saturday
   g. Sunday

5. What time(s) of the day are best?
   a. 6 a.m. - 8 a.m.
   b. 8 a.m. - 11 a.m.
   c. 11 a.m. - 1 p.m.
   d. 1 p.m. - 4 p.m.
   e. 4 p.m. - 7 p.m.
   f. 7 p.m. - 11 p.m.
   g. 11 p.m. - 1 a.m.
   h. 1 a.m. - 8 a.m.

6. To what extent have you contacted the on-campus course facilitator?
   a. Often
   b. Occasionally
   c. Seldom
   d. Never

7. Has it been easy to contact the on-campus course facilitator?
   a. Never tried
   b. Very easy
   c. Fairly easy
   d. Difficult
   e. Impossible

8. Did you attend the seminars or study sessions?
   a. Yes
   b. No

   If No, why not? _____

   c. Inconvenient times
   d. Did not know about them
   e. Not very helpful
   f. Discontinued the course prior to the first session
   g. Other

9. Which was the *most* useful television lesson?

   _____

   Which was the *least* useful television lesson?

   _____

10. Would you enroll in a TV course again?

    a. Yes
    b. No

    If Yes, in what subject area are you most interested?

    _____

11. Please evaluate the following aspects of your course by checking the appropriate box.

	Not Used or Not Observed	Excellent	Very Good	Adequate	Poor	Bad	Remarks
1. Textbook							
2. Study guide							
3. Amount and kind of course information provided by campus facilitators							
4. Content of exams							
5. Scheduling of exams							
6. Grading Procedure							
7. Technical quality of television lessons							
8. Pace of TV lessons							
9. Schedule of TV lesson broadcasts							
10. Quality of TV broadcast reception							
11. Scope and balance of information presented in TV lesson							
12. Relevance of course materials to your needs							
13. Visiting experts and guests in television lessons							
14. Overall academic quality							
15. In comparison with on-campus courses in which you may have enrolled, how would you rate this course?							

12. What TV channel did you most often watch while taking this course?
    a. KABC-TV, Channel 7
    b. KOCE-TV, Channel 50
    c. Other
       Please specify _____

13. Did the course assist you directly at this time?
    a. Yes
    b. No

14. Would you recommend it to someone else?
    a. Yes
    b. No

15. Why did you select this course? _____
    _____

16. What could have been done to improve the course for you?
    _____
    _____

17. What is your occupation?
    a. Business executive
    b. Fine arts
    c. Homemaker
    d. Military
    e. Clerical
    f. Professional
    g. Retired
    h. Sales/customer service
    i. Self-employed
    j. Tradesman/journeyman/technician
    k. Not currently employed
    l. Other
       Please specify _____

18. Is transportation available to take you to and from a college campus or community learning center?
    a. Yes
    b. No

19. What was the most important reason for your enrollment in this telecourse?
    a. To earn high school credit
    b. To earn credit toward a college degree
    c. Professional or occupational improvement or advancement
    d. General interest
    e. Other
       Please specify _____

20. How many of your legal dependents live in your household?
    a. One
    b. Two
    c. Three
    d. Four
    e. Five or more
    f. None

21. On a regular work day, during which period of time do you work the *most* hours?

a. Day (8 a.m. to 5 p.m.)
b. Night (5 p.m. to 1 a.m.)
c. Graveyard (1 a.m. to 8 a.m.)
d. Do not work

22. Are there reasons that prevent your attendance at on-campus classes?

a. Yes
b. No

If Yes, please specify _____

23. What is your approximate annual family income?

a. Less than $3,000
b. $3,000 - $5,999
c. $6,000 - $9,999
d. $10,000 - $14,999
e. $15,000 or more
f. Decline to state

24. What is your position in your household?

a. Single, live alone
b. Single, live with nonrelative(s)
c. Single, head of household
d. Husband or wife
e. Son or daughter

25. Are you a full- or part-time student at this time?

a. No
b. Yes, extension, correspondence or TV course
c. Yes, high school
d. Yes, 2-year community college
e. Yes, California State College or University
f. Yes, University of California
g. Yes, private college or university

26. How many hours per week do you work?

a. None
b. 1 - 9
c. 10 - 19
d. 20 - 29
e. 30 - 39
f. 40 - 49
g. 50 or more

27. What is your ethnic or racial background?

a. Caucasian or white
b. Mexican or Chicano
c. Negro or black
d. Oriental
e. American Indian
f. Other
g. Decline to state

28. Do you think television students should visit a college campus?

a. Yes
b. Yes, occasionally
c. Never

29. Please check your age.
    a. 15 - 17
    b. 18 - 25
    c. 26 - 35
    d. 36 - 45
    e. 46 - 60
    f. Over 60

30. Please indicate your sex.
    a. Male
    b. Female

31. While enrolled in a television course, were you also enrolled in another course that was taught on campus?
    a. Yes
    b. No

32. Did you maintain any of the following for the course?
    a. Course diary
    b. TV viewing log
    c. Neither

33. Did you take the final exam for this course?
    a. Yes
    b. No

34. If you did not complete the course, what was the reason?
    a. Course required too much reading and too many outside assignments
    b. Course materials were too expensive
    c. Course was not interesting
    d. Fell behind in assignments and viewing programs
    e. Personal reasons (illness, other demands on time, moved, etc.)
    f. Other
       Please specify _____

35. Has this course made you interested in registering for other courses?
    a. On-campus course
    b. Another television course
    c. Both of the above
    d. No

THANK YOU FOR YOUR HELP

SAMPLE

QUESTIONNAIRE FOR INSTRUCTORS OR FACULTY MEMBERS IN CHARGE OF THE COURSE.

(Course Title)

Name of Respondent: _____

Position: _____

Phone Number: _____

Please circle the number of the most appropriate response(s).

1. Number of enrollments for the course

10 or less	0
11 - 25	1
26 - 50	2
51 - 100	3
101 - 300	4
301 - 500	5
501 - 1,000	6
1,001 or more	7

2. Please describe how you set up this course. Include number of class meetings, any special supports such as telephone call-ins, computerized instructions, and the like.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

In telecourses such as the one that has just been offered, the television and print materials are designed to work together in aiding the student to achieve certain goals and objectives. Please circle the response that most accurately reflects your opinions about the usefulness of course materials in achieving the goals and objectives of the telecourse.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
3. The television programs were helpful in meeting the goals and objectives of the telecourse	0	1	2	3	4
4. The text was helpful in meeting the goals and objectives	0	1	2	3	4
5. The study guide was helpful in integrating the material in the other two components	0	1	2	3	4
6. The study guide added material to the other two components that was useful to the student	0	1	2	3	4
7. The three components were integrated in a way that facilitated achievement of the goals and objectives of the telecourse	0	1	2	3	4

The level of the materials was:	Very Difficult	Difficult	Just Right	Easy	Overly Simple
8. The television program	0	1	2	3	4
9. The text	0	1	2	3	4
10. The study guide	0	1	2	3	4

The academic quality of the materials in terms of breadth of coverage, accuracy, and currency was:

11. The television programs	0	1	2	3	4
12. The text	0	1	2	3	4
13. The study guide	0	1	2	3	4

14. Do you have any comments about the materials or suggestions about ways they might be improved?

_____

_____

_____

_____

_____

_____

15. The pace of the course (the rate at which new programs were broadcast) was

    Too fast 0
    Too slow 1
    Satisfactory 2

16. How many on-campus review sessions did you schedule at your institution?

    None 0
    One or two 1
    Three or four 2
    Five or more 3

17. The number of on-campus review sessions scheduled was

    Sufficient 0
    Insufficient 1

18. What methods of testing did you use for this course?

    Multiple choice 0
    Short answer and/or essay questions 1
    Mixture of multiple choice and essay questions 2

19. In your opinion, was this type of testing

    Suitable for the telecourse 0
    Not suitable 1

    What type(s) of testing would have been better? _____

    _____

    _____

20. Did you use questions from the test bank developed to accompany the telecourse materials?

    For all test items 0
    For some test items 1
    For no test items 2

21. If you did not use test bank items was it because

    You like to compose your own tests 0
    They were inaccurate or unsuitable 1
    You did not get them on time 2
    Other 3

    Please explain _____

    _____

Additional comments are welcome. (Use a separate sheet.) Thank you for taking time to provide this feedback.

COAST DISTRICT TELECOURSES

Coast District Telecourses (Mr. Chip Harris, Director) distributes telecourses for the Southern California Consortium for Community College Television, as well as for Coast Community College District. Coast Community College District is the leading producer of video-based learning systems for college credit. The educational design staff headed by Dean Thomas Gripp works closely with district-owned and operated PBS station, KOCE-TV, Channel 50, Huntington Beach, California, to produce professional broadcast quality telecourses for national distribution. Mr. Don Gerdts is Executive Vice President/station manager of KOCE and Ms. Sandee Harden is Executive Producer/Telecourses for KOCE.

Southern California Television Consortium Courses:
Family Portrait: A Study of Contemporary Life-styles
Personal Finance and Money Management
Contemporary Health Issues

Course Materials for PBS Series:
The Adams Chronicles
The Age of Uncertainty
Classic Theatre: The Humanities in Drama
The Shakespeare Plays

Complete Coast District Telecourses for Lease:
Introducing Biology
Humanities Through the Arts
Project Universe: An Introduction to Astronomy
The Growing Years (Child Development)
As Man Behaves (Psychology)
The Home Gardener (Ornamental Horticulture)
Designing Home Interiors
Freehand Sketching
Applied Sketching Techniques
Yoga